THE TIMES
Higher Education
SUPPLEMENT

One in five graduates faces the dole

by John O'Leary

Almost one in seven of last year's graduates are still unemployed and they could boost this year's jobless total to 20 per cent, according to the Department of Employment's magazine, *Employment Gazette*.

An article by Mr Neil Scott, director of the Nottingham University careers advisory service, paints the bleakest picture yet of the position facing the graduates of 1981. But it emphasizes that a degree still remains a valuable asset for long-term employment prospects.

A second article, by Mr Peter Williamson, of the Department's Unit for Manpower Studies, charts a "noticeable increase" in the numbers and proportion of new graduates entering permanent employment in 1979. The trend was particularly marked in social, administrative and business study subjects.

But a marginal rise in graduate unemployment noted for 1979 is expected to continue upwards at a faster rate. Mr Scott expects three times the usual numbers of graduates from previous years to be competing with next year's for first employment.

Three careers organizations which brought out a joint report in January still expect no more vacancies for graduates than in 1980, with 6 per cent more completing degrees this year. With as many as 15 per cent of 1980 graduates likely to be still unemployed, Mr Scott says there is a possibility of a graduate unemployment rate of 20 per cent or more this year.

"The rising tide of economic depression now seems to have reached the graduate cohort, though graduates still remain the most favoured new entrants to the labour market", says Mr Scott. "Except in the case of electronic engineers and perhaps computer specialists, demand will no longer be in excess of supply, though the message of recent developments remains true—that graduates who offer 'numeracy', an applied skill, who are prepared to adapt to novel situations, these will in general have an advantage over their fellows in securing a first post."

He adds: "No doubt some areas, like school teaching, will benefit from having a selection of good candidates to choose from, but the spectacle of wasted human resources now embracing graduates as well as school leavers seems likely to weigh more heavily in the national balance sheet."

Raise job entry age to 17, urges MSC

by Patricia Santinelli

Legislation to raise the age of entry to "normal" employment to 17 plus requiring all 16-17 year olds to undertake full-time education or a traineeship could be introduced if voluntary arrangements fail to ensure rapid progress towards the Government new training initiative.

This is only one of the suggested legislative approaches outlined in a revised confidential draft of the Manpower Services Commission 10-year training plan intended to be fully operational by 1990.

The new training initiative revealed last November recommended a major expansion of education and training for young people and adults which was to be achieved through three major national objectives, not involving new legislation or extra expenditure.

The commission's decision to fully discuss the implications of legislation stems from fears that voluntary arrangements might not ensure the success of the plan. It stresses that the advantages and disadvantages would be thoroughly weighed up during the consultative process which is to begin shortly.

Other changes outlined in the new draft are the decision to drop proposals for the remission of National Insurance Contributions in respect of 16-17 year olds. This was intended to ensure the immediate setting up of a national foundation traineeship to provide all 16-17 year olds with a bridge from education to employment.

The commission now says that such a scheme will have its foundation in both the Youth Opportunities Programme and the Unified Vocational Preparation Programmes not be developed parallel to this.

It believes that if there is agreement on a national traineeship, the both YOP and UVP will begin to be developed in that direction a that a sound base is created fro which a rapid expansion could b launched to achieve the objectiv by 1990.

The MSC also indicates that t Exchequer funding is involved central body with a regional str ture will be needed to administe the scheme. Such a body would have to be under the wi of the MSC but would operate with the full participation of educa and industry interests. It wo get up regional machinery wi operate through local educa authorities or possibly through careers service.

Pay talks to go-ahead despite strike

by David Jobbins and Olga Wojtas

Leaders of the college lecturers' union believe talks on their 15 per cent pay claim will take place on Monday despite the threatened Civil Servants' strike.

The Burnham further education committee is to meet on "neutral ground" and not in a government building, so that a picket line is not immediately expected.

Mr Peter Dawson, general secretary of the main union and leader of the teachers' panel on Burnham FE, said this week: "At the moment we have not received any information suggesting any difficulty about the meeting but quite clearly we strongly support our colleagues in the Civil Service in their dispute.

"If there were to be any approach to us indicating a difficulty surrounding the meeting we would want to consider it very urgently."

If the talks take place as planned, this week's provisional settlement of 7.5 per cent for schoolteachers will provide the framework for negotiations.

Mr Dawson, who also sits on the Burnham primary and secondary committee, abstained in the crucial vote with which teachers' leaders accepted the offer.

But it was being made clear that this should not be taken as an indication of the attitude of the main lecturers' union, the National Association of Teachers in Further and Higher Education, to a similar deal if it is offered on Monday.

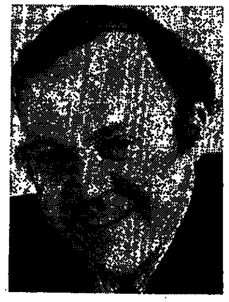
The offer of talks with schoolteachers' salary structure falls a long way short of the lecturers' demand for a full-scale independent inquiry.

The hopes of the Association of Polytechnic Teachers that they might be granted a seat on Burnham in time for the coming round of negotiations were fading this week. Department of Education officials said there was no indication of a ministerial announcement in time.

Scottish further education lecturers on the basic scale have won pay increases ranging from 7 to 11 per cent.

An eight-hour meeting of the Scottish Teachers Salaries Committee to discuss distribution of an extra 1.5 per cent over the Government's 6 per cent pay limit decided that all Further Education lecturers would receive 6 per cent and £60.

There has also been a reduction in differentials between the Lecturer B (the basic scale), Lecturer A and Senior Lecturer 1 scale, with the Lecturer B scale shortened by two increments, and the sliding scale shortened by one.



Mr Peter Dawson: non-committal.

Forecasts of catastrophe 'premature'

Stirling University's former acting principal, Professor Duncan Thom, has criticized as premature statements from universities predicting catastrophe as a result of the Government's financial policies.

"I think perhaps the universities are shouting rape before the knife have been laid on them," said Professor Timms, acting principal and Sir Kenneth Alexander, recently took up the post. "The problem is not the cuts—I don't see why the universities should be exempt—simply that we're living in a period of complete uncertainty, with no idea how much we're getting at this academic year."

It was clear that the 25 per Robbins era of unprecedented expansion was over, said Professor Timms, and this might well be a good thing. "If one just goes on growing one doesn't have to think very much, it's useful for the universities to have this particular period of reexamination, which has to say it isn't a painful experience."

The word rationalisation seemed to have developed unfortunate connotations, said Professor Timms, but universities above all other places ought to believe in rationalization.

Professor Timms was critical of Government policy concerning overseas students. This was one of the major reasons for financial uncertainty and while the universities very much welcomed the withdrawal of the quota systems, they strongly objected to being encouraged to "price" these two increments, and the sliding two increments, and the sliding scale shortened by one.

The universities now had to work out a new clientele especially, said Timms, given the imperative to cut line of 18 year olds. The universities' traditional links with people who did not go on to higher education when they left school, as the people who had left for various reasons and now wanted to come back to try again, had to be developed.

Stirling had already developed various programmes to meet the needs of mature students wishing to attend university full-time.

NEXT WEEK

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Valerie Shore on the short story
Philip Whitehead interview
Training of paramedicals
Education books

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SSRC may extend committee control over grant awards

The Social Science Research Council is considering plans to give its subject committees more direct control over the awarding of research grants.

An internal paper being discussed by the council's 14 subject committees recommends that they should get annual budgets and take sole responsibility for the granting of research applications.

At the moment the committees assess and grade all applications and then pass on their recommendations to the SSRC research board which makes the final decision.

The proposals have been introduced by a powerful group on the council led by Dame Ann Springman, vice-chairman of the National Union of Conservative and Unionist Associations.

They were triggered off in part by the council's acute cash problem, which means that major research proposals from academics are having to be turned down. Over the past year the research board has only been able to consider applications in the top two grades, and the success rate is down to about 20 per cent.

This has tempted committees to upgrade their applications in an attempt to ensure their success. In the last round of research grant awards a couple of committees were questioned after they submitted an unusually high number of highly recommended applications.

The main advantage of the proposed system is that the council can decide its broad policy annually and allocate different budgets to individual committees according to set priorities.

However, opinion on the council is divided and many members feel that the research grant scheme will lose its present flexibility which enables the board to respond to particular research interests at short notice.

Opponents also envisage problems with financial control and administration. The council is expected to overspend by £500,000 by the end of this financial year. This has been caused by an extra flow of bills from universities and colleges which, because of their own cash problems, have been submitting their financial claims on the council's £9m research budget earlier than usual.

Students argue for 21 per cent grants rise

Student representatives met Dr Rhodes Boyson, under-secretary for higher education, this week to press their case for a 21 per cent increase in grants amid widespread local action in support of the claim.

Demonstrations were held in Glasgow, Dundee, Aberdeen and Edinburgh, while in England students lobbied MPs and local authorities. They want a 15 per cent increase to keep pace with inflation and a further 6 per cent to compensate for a low award last year.

The National Union of Students believes that without this increase, some students could be forced to abandon their courses, and that already many students faced hardship in meeting bill fees well above the £835 element allowed at present for board and lodging. The basic grant would go up from £1,430 to £1,740.

Since 1978 the grant has risen by 30 per cent in value, but prices have gone up by 35 per cent, travel costs by 41 per cent, and board and lodging by 57 per cent.

A new NUS survey of hall fees reveals average charges this year approaching £900. One of the highest charges is £1,050 at the Manchester College of Higher Education, which leaves students £7 a week for travel, books and clothing.

Other high charges are Manchester University £1,001; Aston University £985; University College, Bangor, £971; Birmingham University £870; Keele University £962; King's College, London, £927; and Aberdeen University £909.

The result has been a rash of rent strikes this year. The universities of Sheffield, Lancaster, Kent, Essex, Birmingham and Manchester have all been hit.

Dr Boyson reassured the NUS that the Government has no intention of abolishing the £385 minimum grant award to all students. The Department of Education and Science had floated a plan to drop the minimum, and make all grants subject to means tests on parental income.

Dr Boyson has decided on his favourite option for a mixed grants and loans scheme and will shortly put it to a Cabinet committee under Biddy Passmore of the TSB.

The scheme, which would replace the present system of mandatory and discretionary grants, is believed to involve a flat-rate grant of about £500 topped up by loans administered by the Department of Education and Science. The loans would be repaid when the graduate's earnings rose above a certain level. Tuition fees would continue to be paid in full for home students.

Dr Boyson's scheme resembles the Swedish system of student support and has been advocated by the right-wing leadership of the Federation of Conservative Students.

Dr Boyson rejected a DES proposal for loans to be repaid through a general graduate income tax and is now thought to have doubts about involving the Inland Revenue at all in recouping the loans money. The big banks were not interested in running a large scheme. It is therefore proposed that the scheme should be administered by a special DES unit.

Biotechnology spending up

A special scheme to encourage biotechnology research is to be set up by the Science Research Council and will form part of the council's plans to boost annual spending on the subject from its present £700,000 to about £2.5m.

As part of the specially promoted programme (SPP) a coordinator is to be appointed who will encourage biotechnology research at universities and polytechnics, advise on research submissions, liaise with industry and help in the dissemination of research results.

If the scheme proves successful, the SRC plans to set up a new special directorate on biotechnology which would involve the appointment of a small group of staff to establish research and training programmes.

The SRC programme will be carried out both in science and engineering departments and it is also hoped it will form part of an integrated programme with the Department of Industry.

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Budget cuts put jobs at risk

by John O'Leary and Ngaio Crequer

Compulsory redundancies among teaching staff in further and higher education will be needed to effect draconian spending cuts announced this week, the Government has admitted.

The further and higher sectors are the main target in a total reduction of £342m on the 1981-2 budget for education and science. While the overall cut is approximately 4 per cent, post school provision loses £161m, about 6 per cent.

Only student awards and science escape virtually unscathed in the Expenditure White Paper, which charts Government spending for the next three years. Other areas, particularly maintained higher education, which takes a swingeing 11 per cent cut in 1981-82, will be hard hit.

By 1983-84 the White Paper forsees a budget for further and higher education of only £2370m, compared with £2643m this year. The new figure is more than 8 per cent lower than last year's White Paper forecast.

The bulk of the savings in recurrent expenditure is expected to be found from worsening staff/student ratios. And, for the first time, the Government has admitted that this will mean compulsory redundancies in some cases. No figures have been released on the scale of job losses.

Student members are also expected to drop, following an unexpected rise this year. Provisional numbers of home students are constant at 445,000 in 1982-3, but down to 440,000 in the last year covered by the White Paper.

The White Paper says of the consequences of the cuts: "This is likely to oblige institutions to review the range and nature of their contribution to higher education. It is also likely to lead to some reduction in the number of student admitted to higher education, with increased competition for places; but the Government expect institutions to admit, as they have done this year, as many students as they can consistent with their academic judgement."

Staff/student ratios in public sector higher education are expected to rise from the present 8.7:1 to 9.5:1, while in universities the current ratio of 10.5:1 should go over 11:1.

For the coming year the Department of Education and Science has adopted a broadly even-handed approach between universities and the public sector, but no differentiation has been made for the following years. There is no commitment to parity of treatment, so the two sectors could be competing for funds in the next White Paper.

The unusually severe cut in maintained higher education for 1981-82 is accounted for largely by the decline in overseas student numbers and the decision of the Council of Local Education Authorities to make catering and residence facilities break even from now on. The 11 per cent cut is twice that imposed on universities or voluntary colleges.

Non-advanced further education is to be protected although its failure to recruit the anticipated number of students last year means that its budget starts from a lower base then that set in the last White Paper.

The Government has also repeated its commitment to protect basic science, which is reflected in the roughly constant grants awarded to the research councils.

Adult education, which suffered a 25 per cent loss of funds this year, takes another cut of more than 8 per cent for 1981-82, with 7 per cent less in the following year.

The universities have been shocked and dismayed at the projections. Mr Geoffrey Caston, secretary general of the Committee of Vice Chancellors and Principals said: "This creates an extremely serious situation for us and we are still studying the figures. But we are not just talking about trimming on the side. These figures are so great that this is a surgical operation rather than anything else."

The Committee was seeing Mr Mark Carlisle, secretary of state, on Thursday, to protest against the size of the cuts.

If the projected cuts were made, London University, for example would lose about £40m, which is about 20 per cent of its income, by 1983-4.

Mr Laurie Sapper, general secretary of the Association of University Teachers, said the figures created a "complete shambles" for university finances. "After being promised level funding we have had a volume reduction. This year, three months after the grant was announced the Government changed its mind and reduced it."

The universities are taking hard decisions now about how to reduce their budgets. Bradford University senate has been told by a working party that as many as 60 full time academic posts, out of an establishment of 450 will probably have to go by 1983-4 and there may be a reduction of 500 students.

Birmingham University is trying to find ways of saving between £2-2½m pounds. The vice chancellor has written to all staff in their late 50s or early 60s to ask whether they wish to consider early retirement. Deans are consulting with their staff and making preliminary assessments of academic work in case further savings are necessary.

Birmingham, Manchester and Liverpool universities are also having talks to see where they could combine in some areas, and this cooperation may extend to other nearby universities.

Sussex is considering a 16 per cent cut in staff by 1983-4 and at Bristol the council has been told there is likely to be little option other than staff cuts.

(The Government's Expenditure Plans, Cmnd 8175, HMSO £9.30)

Councils pre-empt national body

by Peter David

Local government leaders this week launched a two-pronged counter offensive designed to scotch the Government's leaked plans to "nationlize" polytechnics and colleges.

At a special meeting later in the month the Council of Local Education Authorities is expected to approve a plan of its own to reorganize the management of public sector higher education but retain local government control.

Details of the CLEA proposal have not been finalized, but it would entail a large secretariat, with both academic and financial committees, based on the council's existing higher education committee.

Leading councillors believe that the original DES plan for an entirely new national body has encountered strong opposition in Whitehall. They are determined to be ready with a detailed counter-proposal which could protect the local government stake in higher education.

Meanwhile, cooperation between central and local government on higher education planning came to an abrupt halt this week as the local authority associations initiated an indefinite protest against the leaked Department of Education and Science proposals.

The Labour controlled metropolitan authorities and the Conservative county councils have given their officers *carte blanche* to suspend cooperation with the DES until it makes its intentions on the future of public sector higher education clear.

As a result, several important DES planning initiatives are being blocked or postponed while local government officers withhold participation in meetings.

A first victim of the local authority action was the inaugural round of meetings this week of the new "transbinary" committees set up last year to improve coordination between the universities and maintained sector colleges.

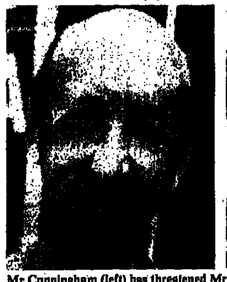
Teams of education authority officers who were to attend the meetings with DES and University Grants Committee representatives were told to stay away.

Instead, Mr Gordon Cunningham, education officer of the Association of County Councils, crossed a civil servant picket line with a single colleague on Monday to tell the first transbinary meeting that the local authorities would sit in meetings but would not contribute to proceedings.

The announcement has stymied the work of the two committees – one on costs and the other on student numbers – meeting this week. A third committee, on teacher training, is to meet later this month.

But the local authority associations have not yet disclosed whether they will extend their action to a crucial new working group, set up recently under DES under secretary Mr John Thompson, to oversee the swingeing spending cuts in the public sector announced in this week's White Paper.

A confidential background document drafted by the DES last month showed that the spending reductions were based on one-in six lecturing jobs in maintained colleges disappearing by 1984. Local authority cooperation is regarded as indispensible.



Mr Cunningham (left) has threatened Mr Thompson (right) with withdrawal of co-operation

New medical cuts package

by Robin McKie
Science Correspondent

A package of proposals for cutting costs including plans to close and merge several medical schools have been put forward by London University's joint medical advisory committee.

At its meeting this week, the committee recommended that Westminster and Charing Cross medical schools be merged and that a joint school be set up between Middlesex, St Mary's and University College teaching hospitals, resulting in the loss of one pre-clinical school and one clinical school.

The proposals follow the publication recently by of the London University working party on medical costs, set up following the university senate's inability to implement any of the Flowers report recommendations on medical school reorganisation.

Now the university is facing greater financial problems following overseas student and budget cuts. The JMAC has decided on the package of school closures as a result, although no mention was made this week about altering staff-student ratios as suggested in the working party report of Professor L.P. LeQuesne.

Instead, the committee decided that plans to increase pre-clinical intakes at St George's should be carried out but a proposal to close King's College pre-clinical school was rejected by 26 votes to 13. However, a recommendation to reduce pre-clinical intakes at St Bartholomews and London hospital medical colleges from 250 to 200 was carried by 35 votes to 4.

The JMAC also agreed in a plan to form a joint school from Middlesex, St Mary's and University College medical schools and several postgraduate institutes, "the object being to achieve large cost savings by the loss of a pre-clinical and a clinical school". One possible outcome of this decision would be that St Mary's pre-clinical school would close, all or part of Middlesex's clinical school would close and several postgraduate institutes would move into the vacated space.

Other proposals agreed by the JMAC including a recommendation that Westminster and Charing Cross medical schools should merge and the Royal Free pre-clinical school should "consolidate at its Hampstead site".

UGC offers more help to part-timers

The University Grants Committee is to devise a new system of calculating fees for part-time students to encourage universities to make greater provision for them.

The details are still being worked out but a policy decision has been made to relate the part-time fee to the standard recommended home fee for full-time students. At the moment universities can charge what they like for part-time courses and the fees vary enormously.

Although the UGC has steered clear of a flat rate charge, the new system will tend to make fees more uniform.

Under the present system the UGC takes little account of part-time provision in the universities in working out the recurrent grant and this has led to complaints from those institutions who see little financial advantage in expanding this area.

Now part-time education will be fully brought into the recurrent grant calculations, and this will include the three different kinds of provision, extra-mural courses, continuing education and degree and diploma courses.

The UGC has been telling the universities for some time that continuing education is an area of growth where the universities can be quickly responsive to the needs of society. In October it recognised the need for continual pump-priming for short courses for mature students.

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Councils hostile to national body plans

by Paul Flather

Local authorities have pledged their total opposition to any Government plans to remove advanced further education from their control by the creation of a new national body to oversee public sector higher education.

Mr Alastair Lawton, chairman of the Council of Local Education Authorities (CLEA), told a seminar organised by the Chartered Institute of Public Finance and Accountancy in Cheltenham last week that there was no dissent among local authority organisations on this.

He said CLEA had put serious proposals to the Department of Education and Science to rationalize higher education. But there had been a deathly hush until the *THES* had published a leaked DES memorandum.

He said L.e.a.s had pressed the government to look again at national needs in higher education. "Is this the attitude of people not fit to run advanced further education? These authorities are far more likely to recognise local needs that some mandarins sitting in some London office," he said.

Having done all the groundwork it was particularly galling for local authorities to find that just when they were about to succeed central Government came along and said it should be nationalised.

Mr Lawton said many of the suggestions in the DES memorandum were pure fiction and described the scheme as "wretched". He said that the local authorities would not go down without a fight.

More regional organisation could be achieved by revamping the Regional Advisory Councils, he said.

Close cooperation across the binary line was now the only way both universities and public sector institutions could survive. He said courses would have to be closed on either side of the line, with academic excellence being the determing factor.

"There will have to be sacrifices on the part of local authority institutions and equally universities will have to sacrifice certain parts of their work. The best courses will have to be selected regardless of the binary line," he said.

'Nationalisation' condemned

The Government should abandon its secretive plans to "nationalise" polytechnics and colleges and settle for a planning system based on open co-operation, Mr Chris Price MP told the seminar.

Mr Price, chairman of the Select Committee on education, said plans to create a national body to control public sector higher education as leaked in press reports would cause so much aggravation that real planning "would go out of the window".

If Mr Carlisle really wanted to rationalise fast he had better let it be done in Leeds, Birmingham and Manchester, rather than in Elizabeth House. The only the Government would get any co-operation from the public sector in "rationalising" was by dropping its current plans and adopting an even-handed approach; and this meant including universities.

He urged Mr Carlilse, the Education Secretary, to "come cleant" with his plans. "The leaked memorandum showed the extent to which the DES was willing to proceed with only the faintest nods in the direction of partnership and consultation," he said.

These plans amounted to leaving the frying pan and jumping into the fire, and those principals and directors who had welcomed them were "acting foolishly," he said.

The plans also offered an open invitation to higher education institutions to consciously shed their lower level work, in order to meet the 80 per cent advanced work criterion which would being them under the scope of the national body.

Mr Christopher Price (left): ludicrously negative. Mr George Tolley: two scenarios.

Dr. Tolley fears 'topping and tailing' of polys

About 10 to 12 polytechnics should be transferred to the university sector if the Government is serious about gearing universities to meet the needs of the nation, the Rev Dr George Tolley, principal of Sheffield Polytechnic, told the conference.

Dr Tolley said the university sector seemed to have been confirmed and strengthened in its present mould and tradition, while the polytechnic sector was being topped and tailed.

Those public sector institutions that had contributed most to the polytechnic ideal of improving skills, meeting social needs, aiding job creation and increasing access to higher education, would be those most threatened with attenuation, he said.

The public sector acted as a "safety valve" which was cheaper than universities and met local needs, but when demand changed it was the first to be hit. "In a time of retrenchment all this suggests we are the ones that are going to be clobbered," said Dr Tolley.

If the Government was serious about changing the university sector it should create 10-12 new polytechnic universities to help diversify it, and move all teacher training into this expanded sector, he said.

Local authorities would continue to maintain all other colleges which would serve as "feeder colleges" into the new expanded university sector.

If local authorities wanted to retain higher education they must pick up the gauntlet, he said. "They must come up with a credible planning and funding arrangement — there must be a national body of sorts — and they must ensure proper delegation to governing bodies."

He said that the local authorities should fund designated institutions and not courses as at present. In this way they could provide all the essentials in the leaked DES memorandum on a national body with one major difference — keeping local authority control.

Dr Tolley warned that the new CLEA higher education advisory group was not a credible national forum for a new body. "Local authorities have been in higher education long enough to now this and not be so amateurish," he said.

Warning to Zimbabwe students

by John O'Leary

More than 800 Zimbabwean students brought to Britain by the Foreign Office on the understanding that they would go on to higher education, will have to return home with inadequate qualifications unless a scholarship scheme is extended, MPs have been warned.

The Foreign Affairs Select Committee's Overseas Development Sub-Committee, which is holding an inquiry into British aid for Zimbabwe, heard evidence last week on the plight of the students. They have been told by their government that only a few will be able to continue their studies in Britain because of the high fee levels.

Representatives of a working group including Mrs Judith Acton, daughter of former Rhodesian prime minister Mr Garfield Todd, told the MPs that there would be opportunities for only a handful to go on to higher education at home. The University of Zimbabwe is already stretched to capacity and was able to admit only a third of the qualified applicants this year.

There are 869 Zimbabwean students in Britain completing intermediate level courses, ranging from A levels to Business or Technical Education Council diplomas, this year. More than 80 per cent of them were recruited from within Zimbabwe or from refugee camps in neighbouring countries.

A submission by the working group of the United Kingdom Council for Overseas Student Affairs, says that established policy was for students to be selected with higher education in mind, since developing countries do not regard A levels as providing essential social or economic skills.

The Foreign Office set up its special programme to assist in the education of black Rhodesians in 1966 and at its peak in 1979, 4,000 places were available. It began running down when independence was granted last year and no more money has been allocated.

However, the Commonwealth Secretariat has already said that Zimbabwe faces a critical shortage of skilled manpower, warning: "A shortage of high level skills could result in a recession and deepening unemployment throughout the economy."

Mr Tim Matthews, director of the Africa Educational Trust, who chairs the working group, told the MPs that Independence could not have been foreseen when the students were offered places and the Foreign Office must have set aside up to £20m to meet the cost of higher education courses.

The group estimated that it would cost £15,250,000 to enable all those finishing courses this year to continue their studies for a further three years. It suggested that an alternative would be to support only the 300 students on Ordinary National Diplomas, BEC or TEC courses, on the grounds that these might attract highest priority within Zimbabwe. This course of action would cut the cost to £7m.

Progress on part-timers reported

Stirling is the only university in Scotland which has made any significant progress in part time degrees.

Three members of council have been delegated to prepare a report on the provision for part time degrees. Edinburgh has not replied to their questionnaire, but of those which had, Aberdeen, Dundee, Strathclyde and St Andrews made no provision, although Dundee had accepted the principle of part time degrees and Strathclyde offered a part time certificate in continuing education which might form the basis for part time degrees.

Glasgow offered them in science and divinity, although it was pointed out that as yet there were no science students. Heriot Watt's proposed degrees would begin next session.

Stirling already offers a general BA/BSc in all areas which normally takes five years, and has recently established a part time degree in educational studies, which is not a professional training, and is not offered on the normal structure of attending some classes and tutorials with full time students, but is taught on two evenings a week.

Dr Roderick Lyall of Glasgow said it was one thing to achieve a modification in regulations for entry, but quite another to consider a longer teaching day to accommodate part-time students. This has very serious resource implications, because if the universities were to court a new student market and generate a new demand, there would have to be an increase of staff and resources.

The alternative, if adequate resources were not pumped in, had serious trade union implications — it should not simply be the case that present staff taught for longer hours.

Olga Wojtas reports on the Scottish AUT council meeting in Stirling

Student loans 'will hit working class'

The prospect of student loans was sharply criticised as a move which would discourage pupils from manual worker backgrounds coming to university.

Mr William Ross (Glasgow) said it was short sighted to think that pupils merely lacked opportunity; they also lacked motivation. "The people we're losing at school level tend to wonder what our value is. We must finance these people to stay at school and make sure they're not going to be lumbered with loans when they come to university."

Professor William Wallace of Glasgow added that falling school rolls would help, in that teachers would put pressure on youngsters to stay on at school.

Council passed a motion that AUT(S) work with other education unions to expand higher and further education among minority groups such as racial minorities, women and people from manual worker backgrounds, and that government enable the Scottish universities to meet the immediate demand from school leavers, while encouraging greater participation in higher education. Dr Norman Peacock (Strathclyde), pointed out that although these groups were referred to as minorities, that was only as far as universities were concerned; they were the majority of people in the country.

Dr Jennifer Birkett (Dundee) proposing the motion, said many pupils from working class backgrounds either did not stay on to take Highers or did not see further or higher education as a sensible next step. Universities should therefore undertake liaison work in schools which did not traditionally send students to university.

Dr Birkett said it was pleasing to report that women were now 40 per cent of the student population, although they must be encouraged to stay on beyond the undergraduate level, and also to diversify into science and science related subjects. "Given the tendency to fill a lot of places in industry with graduates, the universities' recruitment pattern is reinforcing social inequalities," said Dr Birkett.

Engineers lack advantages

Scottish engineering students are considerably disadvantaged compared to engineering students in the rest of the country, council heard.

Scottish firms tend to be subsidiaries of firms based in England which are affiliated to English universities, and this prevents Scottish students gaining their degree or industrial experience near their homes.

Council unanimously passed a motion deploring this lack of proper facilities and the executive committee is to contact the STUC, the CBI in Scotland and the Scottish Development Agency to that joint representation can be made to government on the special Scottish problems involved in implementing the proposals of the Finniston report.

Council moved that the Government, given the weakness of industry in Scotland, should be asked to make additional funds available both to industry and educational institutions for the training of engineering students.

Support grants, given at present by the Scottish Education Department to central institutions and further education colleges, should be extended to the Scottish universities, and the Government should put pressure on engineering employers in the state sector to send more students to Scottish institutions.

Lecturer training faces cutbacks

The AUT(S) found itself in complete agreement with the National Union of Students over the need to train academic staff. The Scottish universities had various training schemes, but delegates reported that those which existed were in considerable danger because of cutbacks. There were warnings that there was not enough co-ordination between the universities over training, and that existing staff as well as incoming staff must be encouraged to attend trained courses, even if that involved travelling to another institution.

It was felt that lack of such schemes would not encourage students to come to university at a time when universities were trying to tap new markets and attract groups which were at present under-represented.

Labour Party fees pledge

The Labour Party has been called on to state publicly that it will not impose higher fees on overseas students if it is returned to office.

A motion maintaining that the discriminatory fees was having a damaging effect on the Scottish universities and their international standing, and calling on the Government to reverse its policy, was carried unanimously with an amendment insisting that the opposition do the same.

Moving the amendment, Dr Graeme Roberts of Aberdeen, said that despite council's resolution the Government was not going to change its policy. "There are not going to be any U-turns, only screw-turns," he said.

Dr Roberts said that the AUT(S) must convince the Scottish education group.

Dr Henry Sefton vice-chairman of AUT(S) said it was quite a mystery how the "full cost" fees for overseas students had been arrived at, and they seemed to be purely arbitrary.

"Labour first introduced the discriminatory fees, and we must start working now to convince them before their return to office that a reduction in overseas student numbers is quite unacceptable."

War in peace department

by Ngaio Crequer

A lecturer in the school of peace studies at Bradford University has claimed his fellowship is not being renewed because of his anti-Zionist stand.

Students began an occupation of the department last Thursday in protest and have claimed that the lecturer's removal is further evidence of a narrowing of academic debate. Earlier this week peace studies staff decided to hold an internal inquiry into the school.

Dr Uri Davis, senior research fellow in peace studies was told last month that his application for a three year extension to his fellowship which is due to end this September had been refused.

This decision also appears to have pre-empted a possible transfer to another school, interdisciplinary human studies. Staff of this school had written individually and collectively to say they greatly respected Dr Davis' academic ability, that his recruitment would inject new blood, and a request to transfer to their school would be "favourably regarded".

The university said it was policy that research fellowships were only of limited duration because of the need to bring in fresh approaches, and it was not known to what extent there would be outside financial support.

It added in a letter to Dr Davis:

"Given if some source could be found to meet the full costs of a fellowship the additional expenses which inevitably arise . . ." meant there had to be a lessening in the range of activities.

According to Dr Davis, these reasons are 'less than candid'.

"There are internal, and possibly external pressures to relieve me of my post and close down my area of activity. These stem from the fact that through my academic work the university has been publicly associated with anti-Zionist advocacy."

Dr Davis joined the school of peace studies as a full-time tenured lecturer in 1974 and in 1976 he was allowed two years leave of absence to develop his specialist work in Palestine studies, which was underwritten by the Cadbury Trust.

During this time he developed the Bradford University placement programme in the Middle East, enabling students to spend one year with independent Palestinian Arab educational institutions. He decided that the work could not continue indefinitely within the framework of a full time lecturer on leave of absence, so applied in 1978 for appointment as a senior research fellow.

"Informal assurances were given that there were no legal obstacles to prevent the university from extending the fellowship further."

According to Dr Davis Professor James O'Connell was then appointed to the chair and he wanted a change in the direction of Dr Davis academic work.

Dr Davis said: "My basic argument throughout was that anti-Zionism was relevant to Palestine studies like anti-apartheid is relevant to South African studies.

"Professor O'Connell wanted the placement programme to be more even-handed and allow placement also in Israeli Jewish institutions but I refused for principled and pragmatic reasons."

Dr Davis was arrested at Lod airport, Israel in 1979 on allegations of contact with hostile terrorist activity and was released after two weeks, with no charges brought. He says that although the allegations were unfounded, there was public association with anti-zionism and the department and the university.

Professor John West, vice chancellor of Bradford University said there was no question of any political intrigue involved. "A working party was set up to look at the economic situation and it recommended that all temporary appointments of limited duration should not be renewed, on expiry. This has been agreed by Senate. Uri Davis is not the first, there are quite a number going, but I have said that in cases of hardship these can be extended for one year."

Two polys face strike over redundancy threat

by David Jobbing

Two polytechnics threatened with redundancies are facing official strike action.

Lecturers at Hatfield are voting on plans for a half-day strike later this month to coincide with Hertfordshire education committee's discussions on a £1.5m cut in the polytechnic's budget which their union believes could mean 55 redundancies.

Backing from the national executive of the National Association of Teachers in Further and Higher Education has also been given to contingency plans for a four-day "withdrawal of labour" at North East London Polytechnic, where up to 41 compulsory redundancies are possible.

The executive also instructed its members at NELP not to cooperate with redundancy selection procedures.

NELP management has backed away from its planned timetable and agreed to postpone its decision on how many lecturers are to be sacked by about three weeks.

Following a meeting between representatives of governors and the joint education committee, who between them share the responsibility of employers, and Natfhe officials last last week, the final decisions will be taken by governors on April 30 and a proposed joint education committee on May 20, 19 days later than originally planned.

"This revised schedule is to allow a greater opportunity to examine ways of minimizing the number of compulsory redundancies", a polytechnic spokesman said.

Despite a compromise reached by a committee of governors last week, the burden of job losses is still likely to fall most heavily on the arts, humanities and social sciences.

Consultations with Natfhe were continuing this week with union officials hopeful that some development could be expected by the end of it.

A discussion document compiled by sociology staff led by head of department Mr Mike Rustin says: "The academic biases visible last year are still strongly in evidence."

The paper, being circulated widely in the polytechnic, says: "Little attention seems to have been given to the likelihood of injustice to individuals nor to the serious implications of this proposal for academic tenure.

"Thought should be given to the human anxieties which this situation has widely caused. . . The process of 'naming names' must be destructive for everyone in an institution which has liked to think of itself as a community. The dissipation of the polytechnic's energies in this way has become a serious problem, worsening its position relative to other institutions and threatening its viability in future."

Admitting "considerable weariness" from continued efforts in academic development, the signatories add: "Good educational institutions simply cannot be built up or maintained in this climate."

Moderate wins union vote

A leading moderate has won the electoral battle for a crucial job in the college and polytechnic lecturers' union.

Mr Chris Minns (above) ran as a politically non-aligned candidate in the ballot for vice-president of the National Association of Teachers in Further and Higher Education. He takes up the position at the close of the union's May conference and will become president in 1982.

But he emerged the winner only after three rounds in the election, administered by the Electoral Reform Society.

The extreme left can take some satisfaction from their lead in the first round. The Rank and File candidate, Mr Len Arthur, came top with Mr Minns in third place. The fourth candidate, Mr Cecil Robinson, dropped out, and when his second preference votes were distributed Mr Arthur was pushed into third place.

In the final round Mr Minns secured a narrow majority of 36 over Mr Ray Grace, northern regional secretary and like Mr Minns a member of the national executive. The final vote was 5,692 to 5,656.

The poll was low, with less than 18 per cent of the union's 73,000 members voting. Both Mr Arthur and Mr Grace also contested the 1980 election.

Mr Minns is secretary of the north west region and is head of Bolton Technical College's physical education and recreation unit.

"It has always been my view a union should not be tied to a political party," he said. "If one is to represent one's members, who are in all political parties, one should as far as one can not align oneself with one ideology or party policy."

He agreed that about a year ago he had been briefly associated with a Conservative trade union group.

Huddersfield lecturers call for complete revision

by Paul Flather

College lecturers at Huddersfield Polytechnic are calling for a complete revision of the institution's articles and instruments of government as a first step towards restoring confidence in the polytechnic.

The proposal by the executive of the National Association of Teachers in Further and Higher Education is one of a number being considered this week by the polytechnic academic board and council of governors.

The proposals follow a letter from the Council for National Academic Awards giving Huddersfield three months to produce a complete budget appraisal or face withdrawal of CNAA approval for the institution.

Another proposal from Dr David Legge, dean of education, calls for a restructuring of the chain of command inside the polytechnic and for more democratic representation on academic boards.

Dr Legge, supported by the students union and a number of lecturers, feels too many of the 55 places on academic board are *ex officio*. There are five places for co-opted members, 15 for elected representatives, and 35 *ex officio* members.

Another proposal, from Mr David Mann, principal lecturer in drama, is much more critical of the lack of leadership inside the polytechnic. He argues the academic board ought to be reconstituted with just 15 members chosen on merit. "At present it is not serving any useful function in Huddersfield," he said.

An emergency general meeting of the students union agreed that the CNAA was largely correct in identifying a break-down in relations between the polytechnic and the local authority Kirklees as a major cause of disquiet.

This view is not shared by the Natfhe executive who say the CNAA had no justification for saying academic standards in Huddersfield were at risk. The real problem is a weak management structures, say Natfhe.

Councillor John Mernagh, chairman of both the education committee and the governors, did not want to comment yet. Huddersfield received £683,000 from rates and £9.83m from the Advanced Further Education pool for 1981-82.

The CNAA letter talked of "serious mistrust, disunity, and backbiting" as a wholly inappropriate environment for the education of students. It revealed the CNAA almost withdrew its approval immediately.

Fees aid fund fails to satisfy overseas critics

by John O'Leary

Moves by the Government to increase the number of scholarships available to overseas students from developing countries have failed to stem mounting fears about the effects of its fees policy.

Mr Douglas Hurd, Minister of State at the Foreign and Commonwealth Office, announced last week that sufficient aid funds would be allocated to restore the number of new awards under bilateral agreements to the levels of 1978 and 1979.

He also repeated the Government's commitment to expand the Fee Support Scheme, for university postgraduates, by up to 300 places. The measures will bring the Overseas Development Administration's spending on students and trainees to £42m, compared with £34m this year.

But the measures were described as a drop in the ocean this week, as new estimates put the decline in overseas recruitment as high as 30 per cent by 1983. Such calculations were supported by a threat from the Malaysian minister of education, Mr Dato Musa Hitam, to boycott British courses and send its 5,000 students elsewhere.

The Malaysian High Commission in London said that no decision had yet been taken, but Mr Hitam was quoted in Kuala Lumpur as saying he had lost all hope of the British Government according to the appeals of foreign students. He has been an outspoken critic of full-cost fees and has tried twice to persuade Mr Mark Carlisle, Secretary of State for Education, to change his mind.

Malaysia is the sender of the largest number of students to Britain, despite moves this year to switch partly to Canada and Australia. Ms Fiona Mactaggart, secretary of the National Union of Students, said that whole institutions would be at risk if the students were withdrawn.

She said the Government's new measures were nowhere near enough since NUS research showed that the number of overseas students would drop to 40,000 by 1983, compared with 80,000 in 1979. NUS organised a mass lobby of Parliament this week in protest at the fees policy, as occupations continued at the London School of Economics and University College, London.

Further analysis of enrolments by the United Kingdom Council for Overseas Student Affairs showed that the full impact of higher fees would probably reach higher education by 1982 or 1983. A study by Mr Alan Parker, deputy secretary of UKCOSA, found that numbers had held up reasonably because foreign students already in Britain on further education courses carried on into higher education. The decline in recruitment to non-advanced courses would take two years to work through the system.

Now UKCOSA has called for a "large and flexible scheme of fee awards" similar to the one introduced in 1967, when differential fees for overseas students were first introduced.

● The vice-chancellors and principals' overseas research students committee, in its annual report, declared itself satisfied with the first year of the Fee Support Scheme, given the tight timetable in which it operated. 561 awards were made from about 1,000 applicants.

CBI warns of high costs

Any changes to make employers pay the full economic cost of mid-career refresher courses in universities and colleges would lead to an immediate drop in enrolments, the Confederation of British Industry has warned.

Employers would not be able to afford the fees, the CBI says in response to the Department of Education and Science's discussion paper on the need for more short retraining programmes.

The CBI's criticism is the latest in a long line of objections from education and industry to the funding methods recommended in the document.

It points out that the proposals to make courses self-financing would involve a radical departure from the current pattern of funding. This is based on a combination of marginal costs, pump-priming grants and what the market can bear.

"Indeed, we believe that the proposed move towards full economic fees in post-experience education is extremely difficult to justify in principle, particularly at the present time of economic stringency," the CBI says.

"This is essentially because the immediate aim of the Government's economic policies is to promote industrial and thereby national recovery which depends in part on an adequate and continuing supply of qualified people in all fields."

The CBI recommends the setting up of centres of excellence in designated universities and colleges to provide mid-career courses. It also suggests a regional consortia scheme to aid cooperation between institutions.

It says that high priority should be given to ways of closely relating forward planning to the express needs and demands of employers. It also emphasises the need for closer and more regular liaison with educational institutions, but throws doubt on the need for a national information service on educational credit transfer.

BTech plan attacked

Plans to establish a special degree for technician engineers have been attacked by heads of polytechnic engineering departments. At its meeting last week, the committee for engineering at polytechnics criticised the proposal put forward in the report of the national conference on engineering education and training that a BTech be established for technician engineers.

This new degree would cater for students with a standard in mathematics and physics unacceptable for engineering honours courses or the proposed new degrees in BEng suggested by the conference. But Dr Tom Eastop chairman of the committee for engineering at polytechnics, which represents heads of departments, said that many students with poor A levels subsequently proved to be good chartered engineers.

"We would prefer to see a common first two years at universities and polytechnics instead", he added. After that the better students could take BEngs and become chartered engineers, while the remainder could take BSc degrees and become technician engineers.

Dr Eastop also said it was unrealistic of university engineering professors to expect that all engineering courses would be transformed into the new four-year courses proposed by the conference report. Instead the polytechnic engineering heads believed that only about a quarter of existing courses should become the new longer BEng courses, involving some polytechnic students in a further two to three terms education.

"I think we are being more realistic than university engineering heads because it seems clear that some students are just not able to take advantage of longer courses," he added.

The funds to increase the length of polytechnic courses would require earmarking of funds, Dr Eastop argued and added that the proposed national body for polytechnics would make it easier to bring this about.

Open Tech's future lies in own style

An Open Tech should not be a separate institution modelled on the Open University, Mr Michael Colvin MP for Bristol North west told a conference in London last week.

Instead it should be a loose organisational framework for coordinating cheap and relevant courses provided by existing colleges and training schemes, he said to an audience of college lecturers and industrialists.

Mr Colvin, the author of a recent Conservative Bow Paper on the subject, was speaking at a conference on the Open Tech organized by the south west region of the Open University.

A discussion document, laying out proposals for the new scheme is to be published by the training services Commission and the Manpower Services Commission next month. This will be followed by a series of seminars to test public reaction.

Mr Colvin criticized the present system of vocational training for producing a "hotch-potch" of uncoordinated schemes which, he claimed, have resulted in "duplication and waste."

Project brings hope to cancer patients

A major £5m research project has been launched by cancer charities and the Medical Research Council to develop powerful neutron beam techniques in the treatment of tumours.

The joint efforts will include a £3m donation by the Imperial Cancer Research Fund for the construction of a high energy cyclotron to provide neutron beams at the Clatterbridge Hospital, Wirral; as well as a £850,000 endowment by the Cancer Research Campaign to establish a department of radiation oncology at Liverpool University. The other charities involved are the Liverpool-based organisations the Cancer and Polio Research Fund and the Clatterbridge Cancer Research Trust.

The cyclotron, which will be staffed and run at an annual cost of £200,000 a year by the MRC, is expected to be in operation in 1986 and will provide the most penetrating and precise neutron beam radiation available anywhere in the world, a council spokesman said.

Present cancer treatments using neutron beams, carried out at Edinburgh and Hammersmith Hospital, London, indicate that it could produce better therapeutic results than conventional X-rays used to treat surface tumours near the head and neck. The new cyclotron, which will be equipped with an isocentric head that will allow neutron beams to be accurately guided to patients' tumours, will allow treatment of deeper cancer sites such as those of the stomach and pancreas.

The new beam will also produce fewer stray neutrons than less powerful cyclotrons, reducing radiation damage to healthy tissue near tumours.

North American news

Maths study centre arouses controversy

from Clive Cookson

WASHINGTON

The National Science Foundation is close to making a controversial decision to establish two national institutes for mathematical research. According to reports leaking out of the American mathematics community, one is to be at the University of California, Berkeley, and the other at the University of Minnesota in Minneapolis.

Proposals to set up an institute where mathematicians, young and old, could go to spend a few months or years concentrating on their research, unencumbered by teaching and other university commitments, has been discussed in the United States for more than ten years. The NSF became seriously involved in the idea in 1976.

Many mathematicians – particularly senior professors who spent time at Princeton's Institute for Advanced Study 30 or 40 years ago – are strongly in favour. But their campaign to push the proposal through the NSF bureaucracy also aroused vehement opposition – described by a writer in *Science* two years ago as a "crusade against the national science foundation" – from other eminent mathematicians.

The opponents' main worry was that the institute's running costs – at least $2m a year – would reduce federal support for mathematical research elsewhere. This year the NSF will spend a total of about $28m on mathematical sciences. There was particular concern that young mathematicians would find it more difficult to obtain grants.

Other objections to the institute were that it would "elitist" and would centralise mathematical research.

Attempting to compromise between the two sides, the NSF set up two separate panels of senior mathematicians from Universities and industry. One reviewed proposals to set up a mathematics research institute – the NSF received ten proposals from universities – and the other reviewed what a foundation official described as "other alternative modes of support" for mathematical research, such as new forms of postdoctoral grants.

Both panels have now made their recommendations, the first recommending not one but two research institutes, at Berkeley and Minnesota. They are currently being compared by a third advisory panel of outside mathematicians. It will soon make a report to the NSF mathematics section, which will consider its budgetary implications and send it on to the National Science Board, the foundation's governing body, for a final decision.

Although the third panel also likes the Berkely and Minneapolis proposals, endorsement by the board cannot be a foregone conclusion, especially in view of current budgetary uncertainties. "I would expect a final decision to be made in a matter of months," said an NSF spokesman.

The proposed institute at Berkeley will cover all areas of maths, pure and applied. With an estimated budget of $1.5m a year it will support up to 50 senior and junior scholars on temporary fellowships from a few months to a couple of years. Only the administrative staff will have permanent appointments.

The University of Minnesota Institute in Minneapolis will concentrate more on applied mathematics, bringing in Mathematicians and scientists from universities and industry to work together on problems. The university has requested $800,00 in first year funding.

Former students face federal crackdown on loans

The government has launched a new crackdown on former students who default on their federal loans. It started when a US attorney in Ohio filed 501 lawsuits in Columbus, Dayton and Cincinnati to recover $660,000 in loans that should have been paid back to the government.

The attorney, James Cissell, said the total default on the National Direct Student Loan (NDSL) programme in his district of South Ohio was $23.6m, and the national figure was $73m – four times the total amount stolen in all robberies in the United States. The average sum owed by defaulters is nearly $1,000.

Although Mr Cissell feels particularly strongly about defaults, he is responding to a national policy by the federal Justice Department to take more vigorous action against borrowers who do not pay back the money they owe the government. US attorneys in Detroit, Cleveland and Milwaukee are also pursuing aggressive campaigns against defaulters, including more use of computers to track them down.

Under the NDSL programme the government gives money directly to colleges and universities to lend to needy students which is interest free until they leave and then repayable at 4 per cent per annum over ten years. The default rate has fallen slightly, from 17.4 per cent in 1978 to 16 per cent in 1979, according to the Education Department, but it is still well above the rate on the other federal loan programme, the Guaranteed Student Loan (GSL), which subsidizes lending to students by banks and other private institutions. About 12 per cent of GSL borrowers are in default.

According to Mr Cissell and other US attorneys in districts with high default rates, borrowers who chose not to repay their debts could be virtually certain of escaping prosecution until about three years ago. Colleges and universities were very reluctant to chase defaulters, and federal agents did not have the funds or computers to do it for them.

Academic officials who fail to go after their graduates who default often feel sorry for them and assume that they are destitute, which is usually far from the truth, according to Mr Cissell. He said he had tracked them down to sheriff's and police departments, newspapers and television stations, and many other high paying employers.

Campuses vote on bargaining

from our north American editor

Mr David Saxon: confident.

Faculty at the Santa Cruz campus of the University of California have voted for collective bargaining making it the first university group to do so since state law was changed in 1979 to allow unionisation in public colleges and universities. However academics at the much larger Los Angeles campus reject bargaining by a narrow margin.

The Santa Cruz faculty association, which is affiliated with the American Association of University Professors, received 109 votes, while 91 voted for "no representation". Just over two thirds of eligible faculty members took part in the ballot.

While this is not an outcome we sought, the faculty exercised its rights under the law and the university is committed to working with the Santa Cruz faculty association," said University of California vice-president Archie Kleingartner.

The association will be the exclusive bargaining agent to meet and confer with the administration on pay, hours and working conditions that are decided at the campus level. In addition it will have the right to "consult" the University of California administration on matters that are decided at the system wide level. Since none of the eight other campuses have voted for bargaining, the Santa Cruz faculty association will be the only one involved in system wide consultation, which could arouse jealousy elsewhere.

In the postal ballot at the University of California, Los Angeles, 824 faculty members voted against representation and 780 supported the UCLA faculty association. Again, slightly more than two thirds of eligible academics took part in the vote.

"I am pleased by the results of the UCLA election," said UC president David Saxon. "Although it is clear the faculty have some real concerns, I believe the vote demonstrates that there is confidence in the present method of shared governance of the university, just as the earlier vote at Berkeley did."

Berkeley rejected collective bargaining by a 532-477 vote last summer.

The UCLA ballot was the second on the campus. When the faculty first voted last November, 688 opted for no representation, 625 for the faculty association, which is not affiliated with the AAUP or any national organisation, and 216 for the American Federation of Teachers.

The lack of a majority then made the second run-off election necessary. The outcome was a disappointment for the faculty association, which had hoped that more supporters of the AFT would come over to their cause rather than switch to "no representation."

In the California State University and Colleges (CSUC), the state's second tier of public higher education, collective bargaining will be decided on a system-wide vote, not on a campus by campus ballot most outside observers expect CSUC faculty to unionize, though few are willing to say whether the winner will be the United Professors of California (affiliated with the AFT) or the Congress of Faculty Associations (a coalition of the AAUP, National Education Association and California State Employees Association). But some trustees still believe a majority will vote against representation.

The election at the CSUC is expected to take place later this year, after the state's public employee relations board has ruled on the controversial question of the composition of the bargaining unit. The UPC wants a single unit for everyone, while the CFA prefers to have separate units for full-time and part-time faculty and other professional staff.

Union membership expands to meet challenge

The Professional Staff Congress, the union representing 10,000 full-time and 4,000 part-time faculty at the City University of New York, has affiliated with the American Association of University Professors.

It becomes the largest chapter of the AAUP, adding substantially to the organisation's previous membership total of 70,000 including 22,000 who are in "unionized" chapters with collective bargaining contracts.

The congress will also retain its current affiliation with the American Federation of Teachers. That makes it the second group to have dual affiliation with the AAUP and AFT; the other is the Association of Pennsylvania State College and university faculty with 3,800 members. A third group, the University of Hawaii Professional Assembly, is affiliated both with the AAUP and with the National Education Association, the AFT's great rival.

Irwin Polishook, the PSC president, said his members decided to join the American Association of University Professors too "primarily to foster unity in higher education and to protect academic freedom and tenure during what I anticipate will be an unprecedented decade of challenge during the 1980s." Because the City University of New York (CUNY) is a large and well known institution, and the PSC is, by the standards of American faculty unions, exceptionally powerful, Mr Polishook expects his organisation's dual affiliation to set the lead for a unification of the academic profession.

Over the past decade the three national organisations, the AAUP, AFT and NEA, have been competing – sometimes very fiercely – for the right to organize university faculty, and the current scoreboard puts the AFT ahead among four year colleges and universities with 43,000 members in its unionized affiliates, followed by 22,000 for the AAUP and 13,000 for the NEA. In terms of separate bargaining units, the AAUP leads with 46, AFT has 32 and NEA 29. The two year (community college) sector has been carved up between the NEA and AFT whose origins and real strengths are in elementary and secondary schools and the AAUP has made little progress. However, most college and university faculty remain unorganised by any of the three.

Mr Polishook sees the AAUP and AFT as complementary organisations, despite their current rivalry over collective bargaining, they represent very different traditions. The AFT has always been a straightforward labour union originally and still predominatly for schoolteachers, affiliated with the AFL-CIO, the American equivalent of Britain' TUC. The AAUP, on the other hand, was a professional academic association until it decided in 1972 to compete with the NEA and AFT in the arena of collective bargaining, and three quarters of its funds are still spent on non union activities, notably the defence of academic freedom and tenure throughout American higher education.

Steven Finner, acting director of collective bargaining for the AAUP, said the dual affiliation at CUNY should not be taken as a sign that the association was leaning toward a general alliance with the AFT. He pointed to the fact that in California the AFT is competing for bargaining rights in the California State University and Colleges (CSUC) system, the second tier of public higher education in the state, against a coalition of the NEA, AAUP and California state employees Association (known as the Congress of Faculty Associations).

Faculty members at CUNY will not have to pay higher dues as a result of the dual affiliation, Mr Polishook said; the AFT and AAUP national organisations had agreed to charge PSC members less than their full fees. PSC dues will continue to be pegged at about 1 per cent of the average CUNY salary; this year they are $240 per person.

Cheats still with us after 20 years

All that barking back to the good old days when students were honest is not based on reality, according to an unusual survey at Stanford University. The level of cheating there has not changed significantly over the past two decades.

Identical questionnaires were given to a random sample of 1,000 undergraduates in 1961, 1976 and November 1980 about 17 different acts, ranging from "padding" a few items in a bibliography to taking an exam for another student.

"The lack of change over almost 20 years is striking," said Sally Cole, research director in Stanford's student affairs office.

About half the respondents admitted to at least one act of dishonesty since coming to college, but most cases were relatively minor. The most frequent "crimes" in the 1980 survey were copying a few sentences of material without footnoting in the paper (29 per cent) and copying answers from a text or other source instead of doing independent work (26 per cent).

The overwhelming majority of Stanford students are honest in their academic work, almost all of the time with one or two minor lapses, if any, over four years," said Ms Cole. "Many students, however, appear to believe in a reality of 'a lot of cheating'-a reality that no data support and I don't believe exists."

This false idea that serious cheating is widespread is created by several factors, she said, including newspaper and television coverage of cheating scandals, and acceptance of the equation that "intense competition plus intense ambition equals temptations to cheat equals cheating."

But the survey shows that "in general students see little cheating and few are personally aware of others cheating." Three-quarters said they had never seen another student cheating. Only 9 per cent had ever been asked by a fellow undergraduate for help during an exam compared to 22 per cent in 1976 it is tempting to attribute the sharp drop in this particular symptom of dishonesty to the well-publicized growth of individual ambition and decline in cooperative spirit among today's students.

Asked what they would do if they saw another student cheat on an exam, only a quarter of the Stanford respondents said they would ignore it. Nine per cent would report the offender to the university authorities, and 10 per cent would ask the student to own up and report them if they failed to. Four years ago the corresponding figures were 5 per cent and 3 per cent. The most popular course of action (36 per cent) would be to express disapproval to the cheater but not tell anyone else.

So, unless today's students are more willing to lie in questionnaires, their integrity seems to match up well to previous generations of undergraduates, at least at one major American university.

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College applications increase

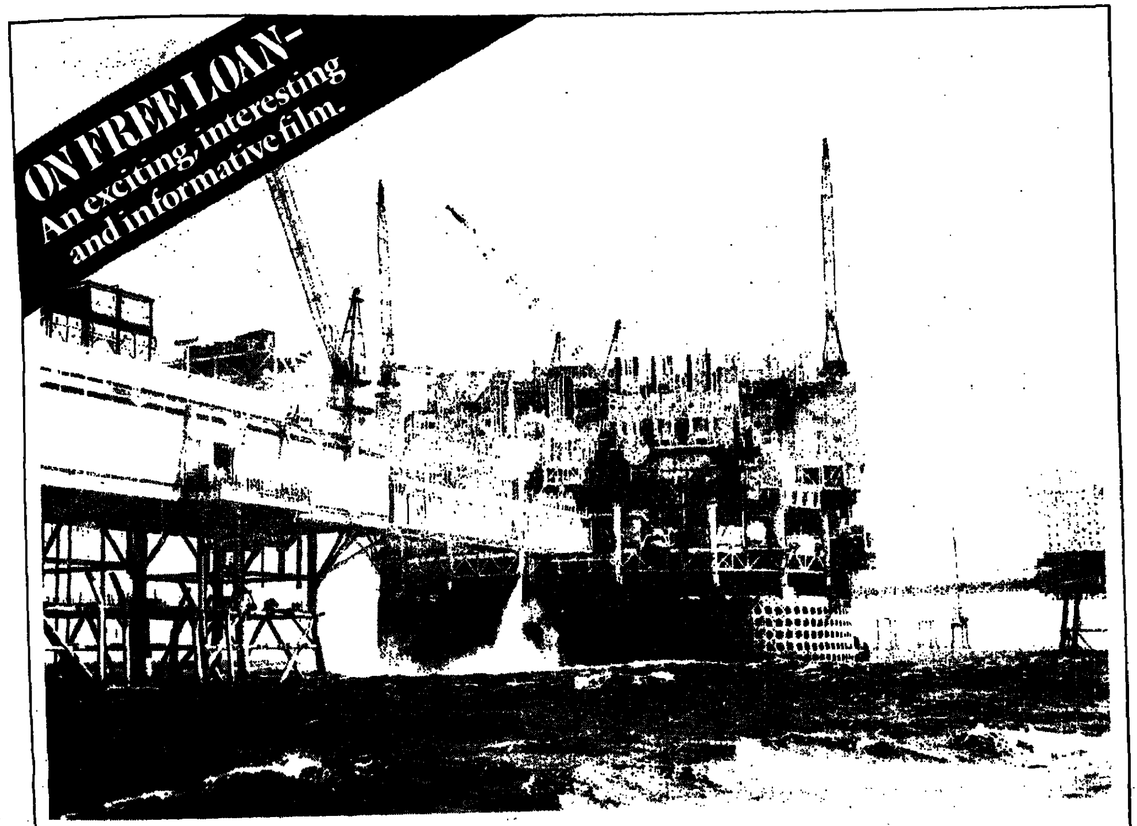
American colleges and universities can look forward to a bumper intake of freshmen next autumn, according to a national survey of applications for admission. Overall applications for places at four-year colleges and universities at the end of December were running 13 per cent ahead of the number recorded a year earlier.

The survey, conducted for the *Chronicle of Higher Education* by John Minter Associates, showed that the boom is concentrated in public institutions, where applications were 16 per cent up. Private colleges and universities reported a 7 per cent increase. The disparity may reflect the fact that tuition fees are not only much lower at the public institutions but also increasing less rapidly in most states than in the private sector.

Unless something happens to put off the extra applicants before they actually enroll in the autumn, student numbers will reach another all-time high in 1981/82. This year's enrolment is a record 12 million, according to the National Center for Education Statistics, that is about 3 per cent up on 1979/80.

Freshman intake is continuing to increase even though the number of 18-year-old Americans this year is down by 3.4 per cent from the peak of 4.3 million in 1979. The most common explanation for the enrolment growth is that a higher proportion of the college-age population is deciding to participate in higher education because there are fewer attractive jobs for school-leavers. Another factor may be more intensive recruiting of potential students by colleges and universities.

However higher education spokesmen are worried that many of these applicants will not actually enroll if Congress accepts President Reagan's proposal to cut federal student grants and loans by about one fifth. Representatives of the American Council on Education and other organisations told the House of Representatives subcommittee on postsecondary education that enrolment could fall by 750,000 and another 750,000 students might be forced to change plans and attend less expensive institutions.



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Financial Times

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Overseas news

Decade of standstill forecast

from Donald Fields

HELSINKI

The Finnish government foresees a virtual standstill in the development of higher education in this decade. In a programme approved for 1981 to 1986 the number of places available for first year students will rise barely perceptibly from 12,050 to 12,320, a figure that includes centres of pedagogy, industrial design, music, drama and officer-training outside the main university development plan, the total undergraduate population will remain at a constant 75,000 to 80,000.

After 1985 the total numbers in the relevant age bracket will fall off sharply, so that any further commitment to maintain the present student intake will mean that aspirants will stand a better chance of university entry. Until 1986 the proportion of school pupils taking the final matriculation examination will oscillate gently between 38.7 and 40.4 per cent.

The report predicts that the ratio of those seeking first degrees to those matriculating will remain unchanged. "The numbers involved in university entrance examinations have each year outstripped the places available by four times," it says. "This has led to pressure to expand the intake, however, apart from some special sectors the labour market has no need for an increase in graduates.

The five-year plan reveals that unknown factors such as whether the Lutheran church will admit female pastors, how school teaching plans will be formulated, and the pace followed in expanding public health services could have a bearing on numbers reading each subject. Also, standards in several faculties could be boosted by changes in the examination system.

In Finland the plan provoked a row within the four-party centre-left government over whether an institute of veterinary science should be moved from Helsinki to Kuopio, 250 miles up country. A decision has been shelved. University location policy espouses the principle of "sufficient student places for the population in various regions", with a channelling of the intake towards areas that have been relatively deprived; Eastern Finland, Lapland, and Vaasa Province on the West Coast.

Planners predict that more people will make use of Open University facilities and post-graduate courses. The proportion of the working population with degrees will increase steadily from its present level of 3 per cent. The target for university teaching staff in 1986 is 6,300, against the present level of 5,800.

The programme calls for a "substantial" increase in the material resources available for university teaching. However, Professor Ernst Palmen, chancellor of Helsinki university, has said that the increase in expenditure envisaged would only suffice to compensate for the severe backlog that had emerged in the past decade.

Technical graduates playing the job field

from John Walshe

DUBLIN

Graduates from technical colleges and other non-university institutes of higher education are doing very well in the job stakes. This is suggested in the first nationwide survey conducted by the National Council for Educational Awards (NCEA).

The technologist sector of higher education has been expanding in recent years and further expansion is envisaged. Most of the graduate students from this sector get their awards from the NCEA which was set up in 1972. A number of colleges, especially in Dublin, still insist on giving their own diplomas and certificates for some courses and they also jealously guard their degree links with the University of Dublin.

The NCEA has, nevertheless, established a good reputation for its awards. To date, it has recognised over 200 courses and made over 12,000 awards in the areas of business studies, secretarial studies, engineering and construction studies, science and para medical studies, art and design, teacher education and social studies. The council is empowered by law to award degrees, but these currently only account for about seven per cent of the awards it makes, diplomas for three year courses, make up about a quarter and the remainder are certificates for one and two year courses.

With increasing concern over the "relevance" of some university courses to modern requirements and the natural anxiety about jobs during a recession, the council's survey has focused favourable attention on the non university sector.

A postal questionnaire survey was carried out among the 2,072 people who had received NCEA awards in 1979. A total of 1,480 responses were received, a response rate of 71.4 per cent. The survey, which represents the position as of mid-February 1980 (about three months after the conferring of awards) indicates that 61.8 per cent were employed, 31 per cent were engaged in further full-time studies, 5.8 per cent were looking for work, and 1.4 per cent described themselves as "otherwise engaged."

Analysis of characteristics of respondents shows that 87 per cent were under 22 years at the time of the survey, 31 per cent were female, 69 per cent male.

On the question of the relationship of NCEA approved courses to manpower needs, the overall response shows that 92 per cent of those who responded found that the courses they followed were relevant to their subsequent occupations.

Respondents engaged in full time further studies numbered 458 with 12 award recipients engaged in part time studies. The vast majority of those in further education were pursuing studies in the same area in which they had graduated.

There was a negative emigration rate of 2 per cent, while a large percentage (80 per cent) of employed recipients found employment either in the country when they had studied or in adjoining counties. The NCEA director, Mr Padraig Mac Diarmada says the results indicate the effectiveness of the colleges concerned in providing for the present day needs of the Irish economy.

Recruitment task force

from Lindsay Hayes

WELLINGTON

A two-man task force from Victoria University of Wellington will arrive in London this month on a whirlwind recruitment drive to fill vacant posts in accountancy and administration.

Professor Graeme Fogelberg and Professor Ian Eggleton plan to use London as their base between March 27 and April 7 while they scout around for likely candidates, using the New Zealand lifestyle, greater career prospects and less pressure, among their selling points.

The London stop-over is part of a four-week tour which will take the mission to 38 universities in the UK, Canada and the US.

Letters have been sent in advance to faculty deans, and Professor Fogelberg reported some very encouraging leads. The mission needs to fill 12 positions, including a chair in accountancy and representing in all, about £200,000 in salaries.

The UK universities on their recruitment itinerary include London, Oxford, Birmingham, Glasgow, Dundee, Bradford and Cranfield.

The mission members can be contacted through the Association of Commonwealth Universities while they are in London. Information on prospective applicants will be sent back to Victoria University and processed speedily to try to short-circuit the normal appointments procedure.

Although some of the positions Victoria seeks to fill are new, previous experience in trying to fill existing vacancies has convinced the university that further local efforts to find commerce staff would be a waste of time.

University strike averted

from Emil Zubryn

MEXICO CITY

A potentially disastrous strike was averted at the National University of Mexico in Mexico City when union leaders of the Government-sanctioned AAPUAUNAM, the union of academic workers, agreed to a 29 per cent wage increase. The initial demands had been over 40 per cent. Some 24,000 university employees including academic, administrative and other personnel, were affected.

Staff at the Metropolitan University (also in Mexico City), after rejecting the 29 per cent, offer finally settled for this. At the University of the State of Mexico, about 1,650 workers accepted a salary increase of 27.5 per cent. At the privately owned Iberoamerican University, also in Mexico City, workers won a 30 to 32 per cent pay increase.

While the strikes in these main Mexican universities did not come to a head, labour problems still exist in provincial universities, and if solutions are not found, the threat of the often mooted national strike, embracing all Mexican universities, may still cause a shutdown on campuses.

The National University and the others are bound to conditions of the new labour contract, but union leaders have unofficially indicated that if the inflationary spiral continues there may be "adjustment" demands.

Anti-union judgement is upheld

Last month the Polish supreme court upheld a lower court decision that the country's three and a half million private farmers have no right to form a trade union—on the grounds that they are not "workers". Unofficial Warsaw sources suggest, however, that this decision may well be overruled soon by new legislation, largely due to the massive backing of the farmers' claims by the country's academics.

Stanislaw Kania: determined

Recent statements backing the farmers have come from the universities of Warsaw, Krakow, and the "Maria-Sklodowska" university of Lublin. The latter, perhaps the most outspoken to date, unequivocally backs the farmers' right to choose their own form of self-government i.e. a proper trade union, instead of the "professional association" proposed by the government, which would be far more subject to official control. The Lublin document also totally repudiates official insinuations that the "Rural Solidarity" movement is being manipulated by "anti-socialist forces".

On the contrary, says the Lublin scholars, the formation of "Rural Solidarity" is a genuine answer from Poland's traditional peasant movement to the disastrous agricultural policy of recent years—a policy which placed the private farmer at an enormous economic disadvantage as against the small and unproductive state sector of agriculture.

The link between academics and farmers is not new. Early in 1979, at the request of various farmers' "Self-Defence Committees" (forerunners of the trade union movement), an underground "Peasants' University" was established, providing courses for farmers on subjects which ranged from the history of the peoples' Peasant Party to modern farming methods. The lectures took place under considerable police harassment. Police road-blocks were frequently set up to prevent lecturers reaching their destination, and often the only way for the speaker to reach his or her audience was to trek across open country by night. Nor were the less controversial subjects exempt from interference. On one occasion Dr Jan Kielanowski, a member of the Polish Academy of Sciences was stopped on his way to the village of Zbrosza Duza, where he had been intending to speak on improved methods of pig-rearing.

In the summer of 1979, two young scholars, Wieslaw Kozik, a classicist, and his wife, Marzena, an anthropologist, both from farming backgrounds, founded together with a group of peasant activists an unofficial think-tank on peasant problems: the "Centre for Peasant Thought". The founding statement of this body was, in effect, a swingeing and well-researched attack on the decline of the Polish countryside to near third-world level, listing abuses ranging from a crippling official pricing system, to pension "rights" that entailed the obligatory surrender of one's land to the state, and discrimination against the children of farmers in higher education.

When the Gdansk Accords were signed at the end of last August, it was widely believed that the farmers' long-standing grievances—the need for better prices for produce, security of land tenure, and the like, would also be redressed. The lower court decision, in October, that farmers were not eligible for union status, was a considerable shock. Within a few days what was expected to be a small seminar on the problems of union status for farmers, held in the Stasic Palace of the Polish Academy of Sciences, turned into a major academic event, with would-be participants overflowing the room and blocking the approach corridors.

A month later, when the "Farmers' Hall" in Warsaw suddenly found that it could not accommodate the national founding conference of the (still unrecognized) Rural Solidarity, it was the Warsaw Polytechnic Institute, which provided it with a venue. (The "Hotel", which had been "specially" built to house farmers' meetings, was allegedly flooded!).

Party leader Stanislaw Kania, however, seemed quite determined that the farmers should have trade union status. Poland had not ratified the relevant ILO convention which allows small-holders the right to form a trade union. (Polish farmers' small-holdings are usually less than 10 hectares—well within the terms of the convention) and hence was legally able to refuse to allow "Rural Solidarity" to be more than an "association".

'Language gap' curtails representation

from James Hutchinson

BONN

Professor George Turner, recently re-elected president of the West German Association of University Vice-Chancellors, claims that Germany is under-represented in european organisations because it suffers from a shortage of specialists who speak foreign languages. In an interview, he forecast that German industry and research would also become short of specialists and be forced to recruit foreign staff.

If Germany was going to have a secure future, said Professor Turner, who has strongly attacked government economies in the university sector, more must be done to ensure that its standards and position as an industrial nation were maintained. This did not only entail offering goods for sale at a competitive price; it demanded that Germany must try to be ahead in technological and scientific developments.

In this respect the universities had a vital role to play, both in the field of research and in the quality of education they provided. "But if we don't have enough graduates," he added, "industry won't be able to take any. It will find them from abroad". This was a problem for the politicians to solve.

West Germany now has a million students, crammed into 750,000 university places. The student population is expected to increase to around 1.3 million in the next few years, a consequence of the mid-1960s birthrate bulge, and the universities will be overcrowded until well into the next decade. "Obviously," said Professor Turner, "under such circumstances it is not always possible to bring the average student through his course in the shortest time."

Professor Turner said that one of the reasons for the excessive length of courses was that many people came to university not sufficiently prepared to study the subject of their choice. It often happened that the subject they wished to read was not one of those they had taken to A-level standard.

The government of Schleswig-Holstein, Germany's most northern state, is considering lodging a complaint with the federal constitutional court against the federal government's economy measures. Schleswig-Holstein argues that the cuts in university spending involve an infringement of basic rights.

Police hold professor

Professor Konrad Loew of Beyreuth University, an expert in political science, was last month held for three days by the Czechoslovak police, allegedly for disseminating Nazi propaganda. Professor Loew categorically denies this charge. During his visit to Prague, he says, he gave away precisely one book—his own work *Ausbeutung* (Exploitation). This he gave to a member of the Czechoslovak Academy of Sciences who had intimated that the Federal Republic of Germany was based on the exploitation of the workers.

Professor Loew had been invited to Czechoslovakia to take part in an academic conference, organized by the Academy of Sciences. At this he presented a paper in which he said that "Communism" as understood by the leaders of Czechoslovakia and the Soviet Union had little in common with the theories of Marx. Shortly after delivering this paper he was picked up by the security police.

During his detention, Professor Loew was treated, in his own words, "correctly" by the authorities. When told that his theory smacked of neo-Nazism, he replied that it was the common view held in the West, and in Germany in particular. After three days he was expelled from Czechoslovakia.

Foundation puts 'third and fourth sex' first

from Uli Schmetzer

ROME

It took 10 years to mature, but now its founders define it as the only European institute of its kind which deals exclusively with the "third and fourth sex."

The Sandro Penna Foundation at Turin, launched this month, is not "a gay academic club" but a data centre which collects and promotes academic debate on homosexuality and lesbianism.

"We collected the material for years: books, magazines, clippings, treatises and audiovisuals both from Italy and abroad," says Angelo Pezzana, one of the centre's principal organisers and leader of Fuori (meaning "outside") the Italian homosexual movement.

The foundation members say their centre is only the third of its type in the world. They compare its material favourably to that available at the North-Western University of Illinois and the University of Michigan in the United States.

Says Pezzana: "The centre is a new initiative in Italy and europe. It certainly is a great step forward in a country like ours where if you go to the library and ask for something on homosexuality nine out of 10 times you are referred to the section labelled perversions."

Pezzana envisages the centre not only as a library and a study centre for academics and writers interested in researching the third and fourth sex but as the beginning of more understanding.

And they can also see the centre as a kind of reference library, the target for academic pilgrimages.

Thus, significantly, the centre was named after Sandro Penna, the late Italian poet whose work, though considered of great literary merit, never reached schools or the average Italian because of their homosexual content.

From mighty Oakes fall the acorns of independence

The Government plans to remove polytechnics and colleges from local authority control and change the face of higher education. But the leaked Cabinet document setting out the plan leaves many big questions unanswered. This week we begin a series in which *THES* writers fill in some of the gaps. Here PETER DAVID asks how the proposed national body will be able to fund nearly 100 diverse colleges.

The Government's plan to nationalize virtually all maintained higher education is a bold one. It would sever with one stroke the umbilical cord which bound polytechnics and colleges to their maintaining authorities, and which in recent years has threatened to strangle them. So unexpected was Mr Carlisle's decision that local authority leaders understandably feel that they have been duped.

But higher education, it must be said, has always been peripheral to the main concern of local authorities. The real victims of the proposed changes are likely to be the higher education institutions themselves.

If Mr Carlisle succeeds against mounting opposition in pushing legislation rapidly through Parliament and creating a national body to supervise nearly 100 higher education colleges, he will have solved only one part of the complex problems of funding and control which have bedevilled the public sector.

The political battle between big and sophisticated polytechnics on the one hand, and occasionally petty-minded local authorities on the other, will have been ended once and for all. What will not automatically end is the battle between colleges which want at least to survive, if not to expand, and a national budget designed for contraction of an order hitherto unimaginable.

In the leaked Cabinet document the new national body is charged with the difficult task of drawing up and then implementing a rationalization plan for the sector of institutions under its control. The context in which this plan will have to be developed was provided this week by the grimmest expenditure White Paper so far published by this Government.

The cuts proposed for higher education were detailed in another leaked document several weeks ago. This showed an unprecedented decline planned in the number of lecturing posts in higher education. One in six posts in public sector colleges would have to disappear by 1984 to meet the new spending targets. Even the champions of centralisation within the polytechnics do not believe that the move to national control will mitigate the impact of these cuts.

Indeed, in the local authorities the colleges will be losing allies of a kind. In the two years since the capping of the pool the local authority associations have successfully negotiated upwards the total amount of money the DES was prepared to allocate for public sector higher education. And individually many local councils have been willing to top up, from their local rates, the financial allocations made by central government.

What does this mean for the national body? Above all, it will make more acute the managerial conundrum which both the DES and the local authorities have been trying to sort out under the capping of the pool. That conundrum is how to distribute a sum of money to a large number of colleges which differ in size, aspiration, competence and educational character. The abolition of local government's role removes one factor from the equation, but does not solve the problem.

An obvious model for any new body is the University Grants Committee. The UGC has succeeded in dividing the cake for the universities with apparent efficiency, justice and little rancour. It has also been described as one of Britain's most successful constitutional devices. If the UGC can do it, why not a public sector higher education body?

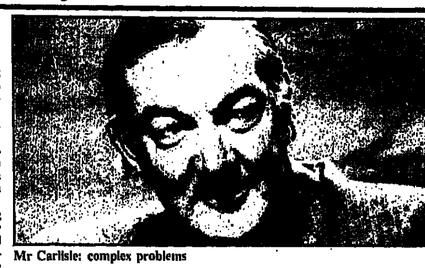
The UGC's reputation was, of course, acquired in the heady decades of university expansion. Over the same period, local authorities could boast, they top expanded their higher education and created a dynamic network of institutions. The move to nationalize them now is, in a paradoxical way, a recognition of that success.

Neither the UGC nor the local authorities have yet been required to preside over the contraction of their sectors. Whether the UGC is able to do so efficiently has yet to be seen. So far, Dr Edward Parkes, the UGC chairman, has talked tough. In May the UGC grant distribution might translate his strong warnings of the need for change into concrete funding decisions.

For a year the committee has been involved in dialogues with individual universities designed to chart a future in which resources can decline without destroying excellence. Yet even a comparatively tiny exercise in UGC-led reorganization, the Russian studies report, has run into dominant opposition from the individual universities, and the outcome is still unclear.

What is difficult for the UGC may be well nigh impossible for a public sector higher education body. On its side the UGC has a long and venerable tradition and enjoys close informal links with the academics in its institutions. A public sector body will have neither.

Set up from scratch, it will have virtually no knowledge of the academic activities and merits of the colleges under its control. The reason for this is the existence of the Council for National Academic Awards. While the universities are regarded as sufficiently mature to look after their own academic standards, even the biggest public sector colleges are closely scrutinised by the CNAA.



Mr Carlisle: complex problems

The CNAA, through its institutional visits, its validation of individual courses, and its multifold daily contact with academics is the only body which commands the respect of teachers in polytechnics and colleges and which can claim to know how good individual colleges are.

The DES, on which the new body would have initially to rely, is in no position to make academic judgements which could form the basis of funding decisions. Three weeks ago the department's chief inspector, Sheila Browne, told of a conference in London that the HMI were "the eyes and ears" of the Secretary of State. But she confessed that there was no way 112 inspectors could monitor every specialism colleges now have to provide.

How, then, would the new body decide on the division of the much reduced sum the Government makes available for higher education? It could not emulate the UGC since it would lack that body's esteem within and knowledge of the institutions. Although it could ask the CNAA for advice, such a request would be certain to undermine the council's standing in the colleges and forfeit the trust in which it is held.

Academics ready to confide in a CNAA with purely academic status would be less frank in conversation with representatives of a body making crucial decisions about financial survival.

Under the existing regime, public sector colleges are financed principally by historic methods. In general, they are allowed to spend whatever they are used to spending, and cuts have been distributed as evenly as possible given the vagaries of the pooling mechanism. A new body could adopt a similar method, but this would be to abdicate heavy responsibilities.

In the context of contraction a distribution based on past spending patterns would be seen to be unfair and a block to innovation. The body would have somehow to avoid rewarding colleges for past profligacy and inefficiency. At the same time, it will want to find a way to encourage and finance innovation regarded as promising.

To achieve either aim will require ingenuity and hard work. Much of the work, however, has already been in progress in the context of local authority control. Soon after the Government capped the pool it set up a working group of officers and college heads to find a funding mechanism which could meet both requirements.

Ironically, perhaps, the chairman of the group, DES assistant secretary Stephen Jones, is believed to have been a principle architect of the new plan to push local authorities out of the picture altogether.

One reason for the DES's animus against the local authorities may have been their role in obstructing a key DES objective on the Jones group. This was to agree on a unit cost funding system under which colleges spending more than the national norm per student would be penalised, and the efficient colleges rewarded.

The unit cost approach was favoured too by Dr Rhodes Boyson, the minister in charge of higher education. He saw in it not only a way of encouraging thrift but also as an administrative vehicle to deliver some sort of higher education manpower plan.

Under such a system a public sector body would be able to build incentives for running nationally "useful" courses into the funding mechanism. Courses in engineering, technology and vocational skills could be made to attract more central money than those in the liberal arts and humanities.

In the Stephen Jones group the local authorities joined college principles in warning against too rapid a move to unit costs. They pointed out that there were good reasons for variations in cost between institutions. Many of the polytechnics had inherited unwelcome and expensive configurations of staff and buildings. These hampered efforts to economize and were reflected in the cost per student.

The danger of a unit cost system is that it would impose a mechanical central control of funding decisions which should be informed by individual educational decisions. In 1978 the Oakes committee devised a threefold system of polytechnic funding designed to increase efficiency while leaving institutions free to pursue innovation.

Under Oakes, big course programmes would have been funded centrally, but money would also have been available for individual courses meeting local needs and, occasionally, on a per capita basis. Local councils would have been expected to invest heavily from their rates in courses of special regional value.

The Conservative Government disunited the Oakes solution as cumbersome. And Oakes's determination to please both the polytechnics and the local education authorities certainly added to the complexities. But at least Oakes tried to devise a scheme which recognized all the different, and sometimes contradictory, functions of public sector higher education.

By ending the local authority role Mr Carlisle will have simplified some problems. He will also have sacrificed a useful lever in the control of colleges. Like Macbeth, the Government may usurp power under cover of darkness, only to find that vaulting ambition has overleaped itself.

Kinnock promotes a fellow new boy

If it true that the best partnerships run on the interaction of widely divergent personalities and talents, then the arrival of Phillip Whitehead in Labour's team of education spokesmen bodes well for the party's future performance is the area.

For in choosing his junior spokesmen, Mr Neil Kinnock characteristically avoided the obvious appointments and came up with an interesting, experimental combination. As a relative newcomer to the education scene himself, Mr Kinnock resisted the temptation to recruit experienced lieutenants and banked instead on energetic, talented performers in related fields. Politically, rather than surrounding himself with kindred spirits, Mr Kinnock could almost have been conducting a demonstration of Labour's famous "broad church".

With Mr Frank Field, who would normally be placed in Labour's centre Mr Whitehead completes the spectrum. He admits to being on the right of the party and would not have been surprised to have been left out of Mr Michael Foot's plans, since he did not vote for him as leader.

A Conservative in his student days at Oxford University, Mr Whitehead came over to Labour through opposition to post-war colonialism and has acquired a healthy respect from all sides of the House in his 10 years as an MP. He came to Westminster after a distinguished career as a television producer and has been identified most closely with civil liberties and media issues. He has successfully defended his Derby North seat at three general elections, albeit with an uncomfortably small majority last time, and remains firmly committed to his Peak District roots.

But if his selection was something of a surprise, it should not be assumed that Mr Whitehead is anything but delighted with his new role. Although he had supposed that a Home Office shadow post was the most likely if he was to feature in Mr Foot's list, he relishes the opportunity of making his mark in education.

"I really believe this is the most important job I could have been given," he says. "Education is absolutely vital for the country's prospects and there is a great deal to be done."

He foresees no conflict within the new group, despite their philosophical differences, because they are in basic agreement on educational policy. Primary education and integrated provision for the 16-19 age group will be the priorities, as will the convincing of the electorate and the Labour Party itself of the importance of education and the need to put more money into the system. Within the Parliamentary Party at least, Mr Kinnock's broad based selection could prove a master stroke where this is concerned.

Like Mr Kinnock, Mr Whitehead is not impressed with Labour's recent record on education and believes that the party may even lag behind popular opinion in the recognition of its importance. In part, he blames the short tenure of office given to many Labour secretaries of state. Now he would like to see the new team remain together throughout the life of the next Parliament, hopefully in Government.

The time in Opposition will provide valuable experience because he freely admits that he is still forming opinion on what he regards as one of the most complex areas of government. Although he was a member of the party's education group at Westminster, a period as a Workers' Educational Association tutor has been his only direct contact with the world of education since student days.

For the moment, he is prepared to travel the country to see problems at first hand, rather than assorting his authority immediately. At Labour's recent local government conference, for example, he was to be found sitting quietly at the back of a discussion group on education policy, taking no active part in the proceedings. MPs had not been encouraged to attend the conference, which is a forum for local councillors, but Mr Whitehead arrived unannounced and paid the £7.50 entrance fee to attend as a member of the party.

Similarly, although he regards the 16-19s as the top priority in his field of responsibility, he has not taken over chairmanship of the committee drawing up a report on provision for the age group.

However, he will chair the parallel inquiry into higher education, which is about to get under way in earnest. It is likely to be a thorough examination of the system. Mr Whitehead has set the party conference of 1982 as his target date for the submission of proposals for new party policy and hopes to have regular meetings in the interim of a group dedicated to the subject.

He sees Labour's policy statement on private education as a model for his own report. Sharing, as he does, Mr Kinnock's profound disapproval of the private system, he is full of admiration for his senior colleague's work on the subject, which has given the party detailed policy where before there was mere rhetoric.

The formulation of realistic policies to which the party can be held when next in office is one of the tasks Mr Whitehead regards as most essential over the next two years. He is particularly happy that Mr Kinnock has taken to spelling out the cost of desirable measures (£2,000m at the last count) and is quite prepared to admit that most measures will not come in overnight.

As such, he is likely to be a steadying influence on Mr Kinnock, who has been known to compete with Mr Tony Benn for pledging the swiftest legislation of the next Labour administration. Mr Whitehead would prefer a long-term programme, which allows up to 10 years to see some changes on the statute books.

There are some issues on which he is prepared to commit himself, however, such as the Government's plans for centralised control of public sector higher education. While recognising the inconvenience local control would prove should he find himself at the Department of Education and Science, he is not a centralist by nature. He does not believe the current proposals will be enacted and will oppose them vigorously, while reserving his position on any variant more on the lines proposed by the Oakes Committee.

Nevertheless, he remains dissatisfied with the performance of the polytechnics. In spite of his unbridled admiration for the late Mr Tony Crosland, he believes the binary system to have failed and the polytechnics to have strayed from the role which they were designed to fulfill.

At the same time, he sees the universities (and Oxbridge in particular) as having been untouchable. He points out that last month's Commons debate on adult education was the eighth in his time as an MP, while there has been only one on the role of the universities. Notwithstanding his enduring affection for his old college, Mr Whitehead sees Oxford and Cambridge as self-perpetuating elites in harness with the private school system.

As one who "beat the system", reaching Oxford from a working class background and state education, it would be tempting not to take such a view, especially since he enjoyed his time there. But, although he is far from confident that anything can be done to alter what he regards as an indefensible promotion of privilege, he will be looking for ways.

He would also like to see changes in the system of financing students to broaden the range of courses covered by mandatory grants. Ideally, he would like to see all courses designated mandatory, although his method of finding the necessary money (parental contributions through income tax) has so far proved predictably unpopular with students themselves. Certainly, he will be an outspoken critic of the present Government's policies. He foresees the virtual disappearance of discretionary awards and condemns anything likely to do more damage to an already unacceptably low age participation rate, as he believes a loans system would.

Another immediate priority would be the revival of adult education, which Mr Whitehead considers "on the verge of extinction" in some parts of the country. At a time of high unemployment, he would wish to see more money, not less, put into both vocational and non-vocational provision.

He expects to take up to a year to get to grips fully with his brief on all education from the age of 16 upwards. Since he does not anticipate an election before 1984, that still leaves plenty of time to influence party policy before the manifesto is written.

If, as he hopes, he then finds himself in Elizabeth House, he says he would expect to be "bounced" by civil servants for a similar period. After that, they would see some changes, beginning, perhaps, with an expansion of the DES to take in responsibility for training as well as academic education.

John O'Leary

David Jobbins reports on the health service debate on training the remedial professions

A paramedical degree of moderation

Of all the debates about the introduction of degree studies for vocational training, that in the paramedical professions has been the most intense.

The question is one of a number of issues causing considerable dissent among the professions with their statutory umbrella body, the Council for Professions Supplementary to Medicine.

The council was set up in 1960 to oversee registration and discipline for eight largely remedial professions working in the health service: physiotherapists, radiographers, chiropodists, occupational therapists, dieticians, medical laboratory scientific officers, orthoptists and remedial gymnasts. Under the council are eight boards, varying in size and in part elected by the registered members of the profession.

Late in 1979 the question of degree studies sparked off a considerable row and the council was accused of empire building when it published a working party report on education and training for the 1980s. The working party suggested investigation of degree studies leading to two tier qualifications similar to state registration and enrollment in nursing. It recommended transferring training schools now in the National Health Service to the polytechnics.

Of the eight professions, only a handful have vocational degree courses, although many operate diploma courses often through schools located within the National Health Service.

Two main arguments were extended to suggest the professions should consider aiming for graduate status. It was becoming apparent that recruitment could only be maintained through the decline in the number of school leavers in the late 1980s by offering the opportunity of degree training.

In the marketplace for student places, the working party felt that the professions should ensure they were able to maintain the required level of new recruits from among the declining pool of suitably qualified high calibre school leavers.

Diploma qualifications were felt not to be a sufficient draw enough recruits to match the expansion of the professions expected to follow the demands of an increasingly elderly society.

A second, possibly more major point was the change in the nature of some of the professions requiring the establishment of a sound base for future research. A degree was felt to be an indication of research aptitude.

The Chartered Society of Physiotherapists, is already moving towards graduate entry, despite the reservations expressed last year by the Minister of State for Health, Dr Gerard Vaughan.

Its decision, reached independently of the council, was the result of much internal agonising with leading members of the profession expressing serious reservations.

Only one degree course in physiotherapy is currently offered in the United Kingdom-at Ulster Polytechnic. Recently converted from an ordinary to an honours degree, it produced its first graduates last year.

Professor Roger Ellis, head of the Polytechnic's school of health sciences and chairman of the CNAA's health and medical services board, explained that the main reason for the change was to enhance students' research capabilities. Students are well qualified, with an average of two B grades at A level, and must come from Northern Ireland.

A convinced supporter of training the remedial professions within the education system, Professor Ellis believes that, apart from the inability of the professions to make up their minds, the principle reason for the slow pace of development over the years has been opposition from the medical profession.

He feels that at the heart of the matter professional jealousy of doctors is with their claim to a monopoly in diagnosis, with the therapists supplying specialist expertise later.

"This is not just a question of a few malign individuals, but a convinced view of the medical profession of the way medicine is organised. The professions supplementary to medicine are regarded as a technical service and until you start producing groups with a capacity to take control of their own destiny, evaluating their own treatment and becoming more confident in diagnosis, the point is not proved," said Professor Ellis.

Already among students at Ulster he detects the early signs of research expertize which could further the physiotherapists case. "This year some 30 students are doing honours projects and the quality is quite outstanding. They have taken aspects of treatment and researched them thoroughly.

"As honours undergraduates they are already making a contribution to knowledge. Clearly many of them will continue to do post graduate work," he said.

The second physiotherapy degree on offer is likely to start in September, jointly run by North East London Polytechnic and the School of Physiotherapy at the London Hospital.

Still subject to final approval by the CNAA, it too is expected to be a four year

Physiotherapy at work.

honours degree, with clinical and academic studies closely integrated. Interest is said to be high, mainly from young women although a growing number of men are seeking to become physiotherapists and there are hopes that the possibility of a degree course will attract more.

Miss Joan Piercy, head of the school and organiser designate of the course, said: "Physiotherapy has changed and physiotherapists are more responsible for advising on treatment and undertaking treatment in the community. Administratively and managerially the physiotherapist is also asked to do more.

"There is also bound to be more research work, and we hope it will lead to an improved service."

Prior to its policy decision in favour of moving towards an all graduate profession, physiotherapists had toyed with the possibility of a percentage with degrees, but were concerned at the notion of a two tier profession.

Many applicants for places on existing diploma courses have A levels good enough for university entrance in some other subject, and the society eventually made its decision.

Its policy document, issued about a year ago, predicted a short fall of recruits in the 1990s and said: "If this situation coincides with an upturn in the economy there will be competition for school leavers who, with the educational qualifications required for physiotherapy, will expect to obtain a degree. Unless physiotherapy is able to provide that degree they will be attracted to the vast range of available subjects, far less useful to society, which will give them that opportunity."

The society expressed determined opposition to a two tier profession with graduates and diplomates.

"Provided that degree courses are developed as fully integrated vocational courses with the complete integration of academic knowledge and methods with professional theory and practice, there will be very little danger of graduates assuming a supervisory non clinical role. However this is very likely to happen if a two tier system were allowed to emerge."

Seeking to counter one of the main fears within the profession, the society said that the number of graduates likely to be produced was so small that no threat would be posed in the near future to the career opportunities of existing practitioners.

Neither the British Dietetic Association nor the British Orthoptic Society, both of whom welcome degree courses, supported the idea of a two tier profession.

At a conference last year Miss P. L. Humpherson of the BDA said that a lower tier "state enrolled" dietician would be unnecessary as caterers and clerical staff were quite adequate to cope with matters not requiring the direct attention of a dietician.

At Ulster there are long standing plans to convert a diploma in occupational therapy into a degree course. The hurdles of medical objections are greater in this case, perhaps because occupational therapy is perceived a notch or two down the pecking order.

The polytechnic is hoping for approval for the change from the Department of Education and Science in the next six months before moving on to tackle the CNAA. The British Association of Occupational Therapists has yet to state firmly what its views on the general issue are, but a practical problem arises because 60 per cent of courses are in private schools which, while perfectly equipped to deal with diplomas, might run into difficulties with the CNAA if they turned to degree studies.

The other professions are equally unclear on their views. The Institute of Medical Laboratory Sciences has yet to comment on the working party report, and although it has had partial graduate entry for 30 years is not sure how helpful its experience is for the other professions.

The Society of Remedial Gymnasts has declared itself opposed to an all graduate profession and at the conference mentioned above its spokesman wanted that such plans should be made for the right reasons-a proven need must be established and the proportions carefully worked out.

Such a lack of unity is not surprising given the different natures and interests of the eight professions. The only united view that emerged was that the CPSM should confine itself strictly to its statutory duties and not venture into policy making in areas such as education and training.

This disunity was a paramount reason given by Sir Normal Lindop, chairman of the CPSM and director of Hatfield Polytechnic, for his call for a thorough review of the paramedical professions.

The Royal Commission on the Health Service had said CPSM was not the best body to carry out this inquiry, although it accepted the need for one.

"Added to all this is the current debate sparked off by the CPSM discussion document which does indicate there should be a vigorous and public examination of the future of the council and its boards, and of the professions' attitude to manpower supply and training priorities for the 1980s," Sir Norman said.

Nehru's crumbling dream

Paul Flather looks at India's model university in the final article of a three-part series

Jawaharlal Nehru University (JNU) in South Delhi is one of India's prestige institutions. It has had a very rough ride, however, since it was founded in 1969 as a tribute to India's first prime minister.

The act of parliament three years earlier which called for funds to set it up for the first time gave an Indian university very specific objectives: it was to embrace wholeheartedly Nehru's philosophy on education, emphasizing secularism, international understanding and the scientific temper with a multidisciplinc approach, social justice and national integration.

Above all, as Nehru's daughter Mrs Indira Gandhi affirmed in her speech opening the university, JNU was to be a national or "All India" institute. It was to be a model of excellence open to all strata of society, she said. As such the university set about making special efforts to recruit students from all regions of the country, and from all classes and all castes.

Widespread riots in Gujarat state which have so far claimed 45 lives, have again focused attention on one of the major intractable problems facing educationalists in India: the caste system. The riots were sparked off by an announcement that Gujarat was increasing the number of places in postgraduate medical colleges "reserved" for *Harijans* (Untouchables) and other lower or scheduled tribes and castes.

Caste determines who a person can marry, eat with and meet socially. Over the years caste and economic status have reinforced each other, so that the few castes including 90 million *Harijans* are confined to the low paid menial jobs. It is one of the ironies of the British Raj that in codifying and organizing Indian government the British inadvertently revitalised some of the rigidity of the ancient caste system.

The Indian government has tackled the problem by positive discrimination, proposing quotas for all higher education institutions but this has not worked. The Gujarat riots are only the latest protests. The problem is both the entrenched opposition of all the higher castes who feel their power and status being eroded, as well as charges that discrimination means low standards. The *Bakke* case in America revealed all the difficulties of a quota system.

JNU has tried to tackle the dilemma head on. First the university has doubled the national guidelines so that up to 30 per cent of all JNU places are reserved for scheduled tribes and castes. Secondly, JNU awards extra entrance marks to disadvantaged students. Candidates receive 40 per cent of their marks for an oral exam, 20 per cent for a written exam, 20 per cent goes on a student's academic record, and 20 per cent for "deprivation". These marks are only for students from backward and hilly areas, students whose parents are on very low incomes; and those who are the first generation of their family to enter higher education. This means rich, well educated candidates from urban centres can only score a maximum of 80 per cent.

It is perhaps surprising that, for all these efforts, most people remain highly critical of JNU, and the most common charge is that it is a university "run by the elite for the elite." It is difficult to assess the JNU entrance system. The high drop-out rate among the lower classes at secondary school stage means most students still come from higher income and class groups. Figures are not available, but while JNU is more diligent than most on the question of caste, the majority of students on campus are Western orientated and from good backgrounds.

There are probably two main sources for the elitist charges. First JNU has excellent resources by Indian standards. The library is very good, fellowships well paid, the staff-student ratio of about 1:9 is very high, hostels are good, and there is lots of space. In the early days JNU got £10-12m for buildings, which provoked many critics to ask why the country needed such an elite memorial when the vast majority of people were still illiterate. It also fed allegations of corruption which still abound today. Several inquiries have produced inconclusive results.

The campus buildings are spread over 1,000 acres of gorse and scrub land. A rectangular driveway "down" campus leads to a large main hall, canteen, lecture rooms and administration blocks. 'Up' campus there are the hostels and residential blocks for university staff, with all roads seemingly leading to a small coffee stall not far from a bus stop and the Women's hostel. There are 3,200 students, 2,000 living on campus, all postgraduates except in the school of languages which has 1,500 students. There are 1,000 students in the social science school, 300 in international studies. The buildings of the other schools, life sciences, environmental sciences, computer sciences, and creative arts, are still not complete.

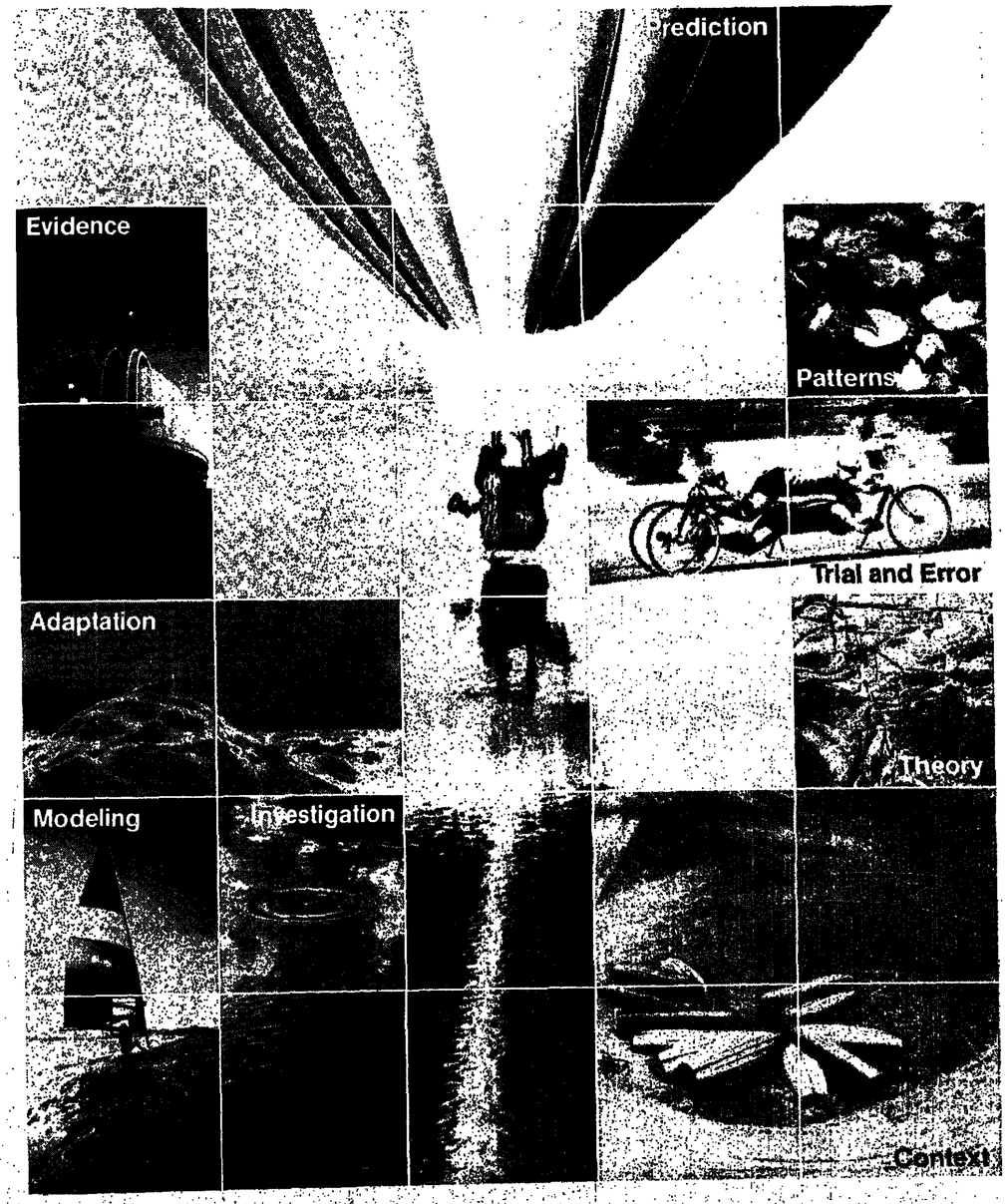
The second source for charges of elitism has been JNU's pronounced leftist reputation. It is not altogether clear how it developed, but everyone agrees that leading marxist academics have gravitated to JNU. Two out of three students and staff are said to be left-wing, and their views are not hidden. While the academics churn out books providing differing marxist interpretations, the students discuss politics at every opportunity. The university walls are covered with campaign posters, and even the swimming pool is an issue, left empty because it would be offensive to waste water when there are so many shortages.

Students have been involved in university administration since it was set up, and twice the campus has been closed because of student agitation. In 1973 they won the right to half the seats on all course committees. Then in 1977 when Mrs Gandhi lost the general election, students took over the campus with the Student Federation of India, the student wing of the Communist Party of India (Marxist), which leans towards Peking, demanding wholesale resignations because of "victimisations and irregularities" during Mrs Ghandi's emergency rule. Last November the campus was closed again after threats of violence following the suspension of a student leader.

The closure of a national university aroused press interest, questions in parliament, and demands for government interventions. The *Hindustan Times* wrote a leader about JNU's malaise, asking whether India can afford the "luxury of an elitist an institution" and concluding that if JNU did not perform creditably no one would shed a tear to see it wound up.

That is certainly going too far. The visitor JNU certainly appears a flourishing academic community. One of its implied aims was to produce a new breed of Indian technocrat, which got away from the British style bureaucrat.

JNU's critics, including Mrs Ghandi, a former chancellor, have seen to it that the "model" university has not been reproduced elsewhere. With Gujarat in turmoil Mrs Ghandi will have to look again at Indian policy on caste, she will do well to look closely at JNU's experience.



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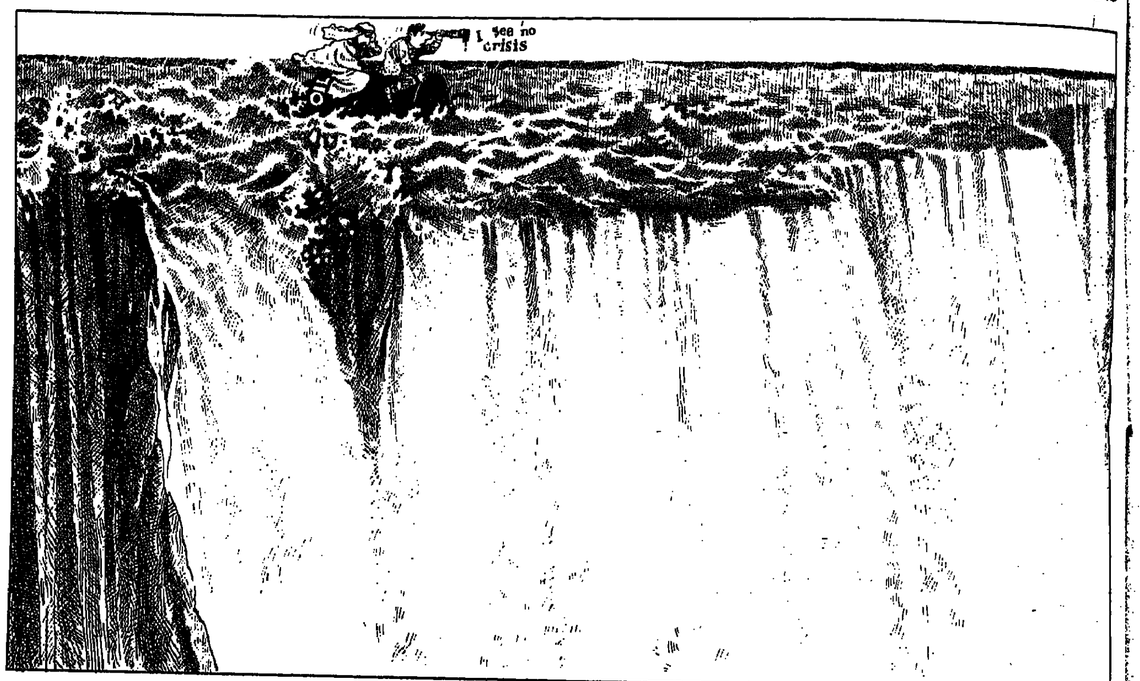
How the prisoners of the oil crises



Robert Mabro demonstrates how everybody is worse off when individuals insist on trying to secure the means of their own release

The nature of the energy problem is often misunderstood. World public opinion has absorbed explanations which appeal to deep-seated prejudices, to suspicions that major socio-political phenomena are the product of conspiracy, and to an unhealthy longing for an eschatological end to human history. The oil crisis of 1973 is seen by many as an early fulfilment of the dire predictions of the Club of Rome. The world is running out of natural resources. Geophysical scarcities will arrest the economic progress of humanity, and it is all beginning to happen with the oil crisis. The truth is that energy resources are physically abundant: there is much oil and gas yet to be discovered, large proven reserves of coal, infinite amounts of concentrated energy in the nucleus of atoms and plenty of useful energy in the radiations of the sun.

Some prefer conspiracy to eschatology. The oil crisis is seen by those as a problem of contrived scarcities. The Arabs—a broad concept which includes indiscriminately Venezuelans, Iranians and Nigerians—have formed a nasty cartel which restricts production in order to send prices rocketing sky-high. A typically American version of the conspiracy involves the oil companies. These unpatriotic multinationals are alleged to have fixed it all. OPEC, the story goes, would not know where to begin—in order to boost their profits. And, if you want a proof, just look at the companies' balance-sheets after 1973. The truth is that the much maligned OPEC is not a real cartel, and that the oil companies, precisely because they are smart, would not kill the golden goose of economic growth for the doubtful rewards of stagnation and crises.

The energy crisis is essentially a problem of structural imbalances, of flaws in the economic system and of failure in international relations. It was brought about by the inability of man to manage with sufficient foresight, complex technological and organization transitions. For once niggardly nature is not to blame.

The story is worth telling. The end of the Second World War inaugurated an era of cheap and abundant oil supplies. Discoveries of enormous reserves in the Middle East made it all possible. Middle Eastern fields were prolific; costs of production were extremely low, and the Governments of oil-producing countries did not have sufficient political power *vis-à-vis* the oil companies. They were unable to impose high rates of tax on petroleum exports. Competition between companies in Western Europe and Japan, and low petroleum taxes in the United States kept prices low in world markets for oil products. These low prices as well as fast and sustained economic growth over a quarter of a century, stimulated oil consumption. The demand for petroleum products increased faster than the rapidly rising demand for energy because oil displaced coal. And oil was so convenient and so cheap as to kill the incentive to develop other fuels such as gas and nuclear. Gas was considered as an unwanted by-product of oil production, and was flared shamelessly in the oilfield. Nuclear was considered too expensive by governments and too dangerous by citizens increasingly concerned with the quality of life and the security of the environment.

Nobody worried very much in the 1950s and the 1960s about the booming demand for oil and about its lavish and wasteful use by rich industrial societies. There was plenty of oil in the Middle East. The Soviet Union was exporting significant amounts and at times undercutting the export prices. Every year or two, in the 1960s, oilmen were discovering new reserves: Libya, Abu Dhabi, Nigeria, Alaska and the North Sea. The immediate perception was one of abundant supplies. Producers and companies had no fear of shortages. Rather, they worried about declining prices, profits and real revenues. Indeed, OPEC was formed in 1960 by disheartened oil countries of the Middle East and Venezuela in an attempt to arrest this price slide, and protect the oil revenues of producing nations.

It seems that everybody suffered from myopia. The perceptions about the future turned out to be wrong because all the economic agents involved focussed on short-term developments and ignored their longer term implications. They forgot that oil is a depletable mineral resource, not a reproducible commodity like wheat or cars. They also failed to work out the arithmetic of high rates of exponential growth.

Some time in the early 1960s, the addition to world petroleum reserves, despite significant new discoveries, began to fall short of the current rates of depletion. In other words, the expected life of reserves began to shrink. There was no immediate scarcity; no threat either of scarcity in the short-term. But the end-horizon of the oil era, which seemed to stretch so far ahead beyond sight, was slowly moving nearer in. In 1960, everybody was too myopic to perceive the change; in 1972, a handful of shrewd observers began to realize that the growth in oil demand, if sustained in the same manner for five or ten more years, will bring the horizon within close sight.

There would be danger of disruption, not because the world is short of resources, but because the world would be short of time to effect the necessary transition from oil to other forms of energy. The technological lead-in times required to develop new sources of conventional and unconventional oil, gas, coal, nuclear and solar energy are very long. The capital sums involved in such investments are enormous. The social resistance to changes that affect the environment and the quality of life is enormous. The political will and the foresight needed for implementing the difficult transformation of social and technological structure are sadly lacking.

[redacted]

The danger of disruption was therefore real. In utopia, some international government would have risen to the challenge and attempted to plan and manage a smooth and universal transition from the oil to the non-oil era. In our world the international mechanisms for co-operation on energy matters just did not exist. Oil-consuming and oil-producing countries had diverging if not conflicting objectives. The multinational companies with business interests in both camps could not identify themselves with either. There was no early warning. The alarm bell did not ring in 1960, and those who rang it in 1972 became the target of much abuse until vindicated by unpredictable events a year later. The real signals in our economic system come from the markets, but markets, even when they operate forward, do not respond to expectations of scarcities twenty years ahead. In 1960, as in 1970, markets were responding to conditions of glut; and they signalled through falling (real) prices an excess of current supplies over demand rather than the long-term effects of future imbalances to be brought about by the consumption spree.

Those who saw in 1972 that oil consumption could not continue to grow at the same rate without a disruption were perceiving a real phenomenon. A false perception may create some confusion for a while but is finally dismissed. The perception of an important truth has considerable force. It elicits responses which change the course of events. The agents of the significant changes which soon after shook the world and transformed the oil scene were the oil producing countries. Their emergence at this juncture is not difficult to explain.

The oil-consuming countries, deceived by 25 years of cheap and easily available oil, were totally unprepared to play a role. The oil companies, the most lucid actors on the scene, could only alert public opinion, which they did only to be cast as the villain of the play. The oil-producing countries were in a better position to respond because they were perceiving the same truth for some time from a different vantage point. Some oil-producing countries had long been concerned with the accelerated depletion of their petroleum reserves, the correlative of growing consumption; and they were deeply dissatisfied with the depressed levels of their revenues per unit of exports. Kuwait, more concerned by depletion than revenues had already introduced a ceiling on output, a year or two before 1973. Libya had a similar policy. The Shah of Iran in need of large revenues for his development and military programmes, pressed companies to produce more whenever he failed to obtain from them an increase in prices.

The world economic boom of 1972/3 crystallised oil-producing countries' perceptions and precipitated the course of events. In mid-1973 demand for oil fuelled by the boom and by speculative fever grew at an even faster rate than before. It became increasingly clear that output was reaching the limits of installed producing capacity. Of course, capacity could be expanded given investments and time. Meanwhile supplies were getting tight, and to advocate capacity expansion is to recognize the existence of a bind.

Something had to give way. Rapid growth of oil demand, low prices and binding limits to productive capacity are all incompatible with each other. The perception of supply tightness in the short-term, combined with the perception of an impending long-term problem, altered the *rapport de force* between oil companies (and the consuming world) on one side and the oil-producing countries on the other. Changes in the international political environment dating back to the decolonization of the Third World, the Suez crisis, the foundation of OPEC and the emergence of strong nationalist forces in the producing countries had already begun to transform the relationship between multinationals and governments. But something was missing until 1973: the evidence of a significant shift of market power in favour of the oil-producing countries. What the governments of these countries lacked in 1960, what they were not sure of as late as in 1972, was now available to them. When supplies are tight, when they are also expected to become tighter some time ahead, producers inevitably respond by raising their asking prices. This is precisely what OPEC did in October 1973 and January 1974.

The story of the OPEC price revolution of 1973 and early 1974 is usually told differently. Much is made of OPEC's behaviour as a cartel and of the political circumstances of the Arab-Israeli war of October 1973. Yet, contrary to the common view, OPEC did not restrict output as cartels do, in order to raise prices. OPEC rather, responded to a situation of excess demand, which it could neither manage nor determine, first by expanding supplies and then by increasing prices. No rational economic agent would have behaved differently. Yet again, and once more contrary to the common view, the Arab-Israeli war was not the prime cause of the price explosion. The economic forces leading to the price upsurge were building up their full momentum months before the October conflict. The Arab-Israeli war aggravated the situation. A new wave of speculative fever swept the world oil market. Oil buyers bid the price of oil on the spot market up to an unprecedented level, thus revealing to an unbelieving OPEC how much they were prepared to pay for black gold. The war helped by providing a price datum as well as a pretext. It cannot be construed as the true cause.

As the price of oil went up, suddenly and dramatically in 1973, the growth in world demand for petroleum products began to decelerate. But this decline in the *rate of growth* of demand, initially, was not due to significant economies in the use of the expensive fuel nor to substitution of alternative energy for oil. Another factor was at work. The oil price revolution happened to coincide with the end of an unprecedented era of fast and sustained economic growth. Stimulation was upon us, brought about by a number of factors, some related to, most of them independent

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jeopardise their own chances of liberty

Continued from previous page

of the oil price increase. A low rate of economic growth implies low increases in the demand for oil. The prospect of a supply crisis, 15 or 20 years from hence, began to recede a bit into a farther distance.

Was then the problem solved? Not at all. What happened is that the terms of the equation changed. The energy crisis, as a result of the price rise, took a different form: no longer the threat of a drastic supply shortage within a relatively short period of time, rather the immediate economic consequence of a disruptive price rise. The threatening energy crisis of tomorrow turned into a world economic crisis today.

Those who failed to perceive the meaning of this metamorphosis were quick to console themselves and damn the prophets of energy doom. Physical shortages do not manifest themselves as such if prices are free to rise. In economic terms, the immediate price increase is what an expected shortage is all about.

The powerful industrialized world, the world of the major oil-consuming countries, was extremely slow to react. To be sure, political attempts were made to create a consuming countries front. Dr Henry Kissinger promoted the establishment of the International Energy Agency, a club of nations initially created to confront or at least contain OPEC. It became rapidly clear that neither Western Europe nor Japan were willing to play dangerous international games. The dependence of these nations for their energy consumption on imports of OPEC oil was far too lasting and far too great. To confront OPEC entailed risks without a countervailing insurance from the United States, themselves heavily dependent on petroleum imports. Wisely the IEA buried the hatchet of war and concentrated on the less controversial task of devising an oil-sharing scheme in case of emergency. Of course, there were emergencies in later years (the Iranian Revolution and the Gulf War) but the sharing schemes remained tidily folded in the filing cabinets. It is wise not to test in public, especially in a crisis, the solidarity and purposes one is not sure of.

Economically, there was more concern in the industrialized world about balance of payments and inflation than the energy problem. Most oil-consuming countries designed comprehensive energy strategies but implementation was half-hearted and sluggish, especially between 1973 and 1979. France was a notable exception. The French Government encouraged the substitution of coal for oil in thermal power stations. It accelerated an ambitious nuclear programme. It set ceilings to oil imports. It introduced regulatory measures to dampen energy consumption. Japan, more discreetly, concentrated on improving the efficiency of its energy-using industries; a sensible policy which increases productivity and improves export performance *vis-à-vis* lethargic competitors and which at the same time goes a long way towards saving energy in use. The United States, the most prodigal and the largest consumer of oil, wasted precious time until

Behind the oil crises: left, the Arab Israeli war of 1973, and right, the start of the Iranian revolution

1978. The executive tried to enact ambitious programmes, the legislative took pleasure in delaying and emasculating them. The US consumer was determined to resist increases in the prices of oil and gas that would impoverish him but line the pockets of producing companies. The Eastern states (consumers) were not going to allow a transfer of income, the consequence of higher domestic energy prices, to the Southern States (producers). And the environmentalists would have nothing to do with development programmes for coal, shale oil and nuclear.

The effects of high oil prices on the world economy were manifold. OPEC countries have benefited immediately from a considerable increase in their foreign-exchange revenues. The small oil producers among them, pressed by urgent development needs, were able to spend all their income. Large producers with small populations spent as much as they could, and still managed to accumulate surpluses. The expenditure spree, which none of them were able to resist, created acute problems of inflation, congestion, power breakdown, infrastructural bottlenecks and waste. Expectations for miraculous betterments rose within these countries, and in many instances the momentum of expectations was greater than the rate of fulfilment. The tensions generated by this process of rapid economic and social change, and by the dynamics of frustrated expectations began to worry governments.

Here again, something had to give way. The Iranian Revolution, though caused by a multiplicity of other factors, revealed the extent of the danger. Many OPEC governments reacted by slowing down the pace of economic activity at least for a time.

If they wished so, the industrialized countries could have easily coped with the first oil price increases of 1973/4. The direct inflationary impact of the price rise was small; the implied income transfer to OPEC was perfectly manageable by the richer economies; the balances of payments problems could have been eased by intelligent re-cycling. Had governments been willing to sort the problems out they would have attempted (a) to solve the short-term economic crisis by compensating for the deflationary impact of the oil price rise, and (b) to adopt a different set of measures specifically aimed at the long-term energy problem. They did nothing of the kind. The reason is that the economic crisis had less to do with the oil price rise than with old inflationary and monetary problems, a decline in productivity and issues of macro-economic management.

The Iranian Revolution upset it all once again. The spot petroleum market was seized with a new speculative fever. Governments of oil-consuming countries, petroleum companies, large institutional users, all decided to build up their inventories and to gain long-term access at any cost to secure sources of supplies. These are normal reactions to insecurity and deep uncertainty. But the economic consequence of these reactions is rising oil prices. The free market took the lead in the price lead. Small oil producing countries, some of the members of OPEC as well as non-members like the UK, Norway, Mexico and Egypt responded swiftly by raising their own export price for oil. After an interval OPEC followed suit. And the spiral went up and up over a period of 18 months.

The second price rise of 1979/80 however, spread over a year and half, was far more significant than the first. The oil price rose from $12 to $30 per barrel in that span of time, an absolute increase of $18 to be compared with the $6 increase of October 1973 (three times as much in nominal terms, perhaps 1.5 times in real terms). The economic effects were bound to be more serious. As governments, especially in the US and other Western countries, then became more willing to pass on the price increases onto the consumers an economic boost was given to conservation efforts and to the development of alternatives.

The events of 1979/80 highlighted an important aspect of the energy problem, that of security of supplies for import-dependent countries. It was security which worried American officials back in 1972 when they observed the ineluctable growth of US oil imports. Almost everybody else worried again in 1979. The immediate response, to build up stocks in the midst of a crisis, can only aggravate the short-term problem. The long-term measures, the development of domestic sources of energy, are extremely expensive. Such is the nature of the energy problem that investments are diverted to the most costly but politically secure projects while abundant reserves requiring little real resources for their development lie idle or unproven in politically insecure areas.

The energy problem involves a series of interlocking vicious circles. Fossil fuels are still abundant in the world. There is plenty of oil in the Middle East, in Siberia, in part of Africa and in other parts of the world. Natural gas is still virtually untapped, and where produced too much of it is flared and wasted. And coal reserves are immense. The Middle Eastern countries which have most of the proven oil reserves of the world cannot be expected to deplete their natural asset in ways which jeopardise their prospects of long-term development. The incentive to expand their potential could be enhanced if the West were prepared to pay for oil by providing imaginative and substantial assistance to their economic development. But the West prefers to pay with paper dollars used in turn by the oil producing countries to buy industrial and military *bric-a-brac* and to open valueless bank accounts.

Other energy sources are also abundant, but they are not on tap. The incentive to develop them is a high price of oil. The time required for investments to bear fruit is very long. But the high prices of oil to the extent that they depress demand and the economy erode some of the incentive. As little is done about energy during an economic crisis every attempt at recovery risks being aborted by an immediate constraint on oil supplies.

Damocles' sword hangs above those who go for outright self-sufficiency. What if the availability of cheaper oil and gas makes nonsense of their investments just when they come to fruition? Another sword hangs above the improvident. How much do they stand to lose if a serious oil supply disruption occurs or if the energy bind maintains them in a prolonged state of economic stagnation?

This is the oil prisoner's dilemma. Everybody is worse off when each individual tries to sort out independently his own case. In Adam Smith turned on his head. The theoretical solution lies in a vast effort of international co-operation. Is that utopia all over again? Most certainly yes . . . at this stage. The oil shocks have not really shaken the great powers of this world, the economic crisis has blurred perceptions, the dimensions of the energy problem have not yet been fully understood; thus, the prisoners do not see the merit of overcoming their prejudices and their inertia. They do not want yet to negotiate among themselves binding contracts which can brighten the prospects of their release. We may remain trapped for many years to come.

The author is a fellow of St. Antony's College, Oxford.

Rodney Barker on the state of the lecturer's authority

Perfectionism takes over from rejectionism

For the first time for 10 years, some teachers in higher education are finding students a nuisance. But the inconvenience is not what it used to be, and it is harder to avoid, either by blandness or by brutality. In the years around 1968, the authority of university teachers was challenged, rejected, and replaced by radical students. The old orthodoxy had been that teachers were the initiates into the hard-learned values of scholarly civilization. They could to some degree pass on what they knew, but only in a relationship of instructor and apprentice, where the lack of both knowledge and understanding in the student was accepted by both sides as the starting point for education. At its apparently most rejectionist, the alternative culture of the 1960s in its search for gurus parodied this doctrine. The venerable beads and flowers of the new Hamas of the post imperial Kins were only a jollier alternative to tweeds and tutorials. But for those who stayed on the campus and in the cloisters, tutorial authority as such was the enemy, not just the authority of existing tutors.

This radical argument against academic authority had two principal elements. First, the established syllabus, particularly in the arts and social sciences, was presented as no more than one part of capitalist bourgeois hegemony. So new courses, alternative courses, counter courses were proposed which would illuminate both more critically and with greater scholarly accuracy the foundations of the contemporary world, the nature of its privileges and inequalities, and the role and nature of ideas in this structure. Second, the notion of apprenticeship as the model for higher education was rejected. In its place was put forward the academic version of workers' control. Learning was a co-operative affair, and students should take part in the formation of courses of study both because they had interests which it was quite proper to pursue, and because learning was an active process.

The conservative answer to all this had three components. First, the critics and claims of the radicals were illegitimate because they came from a political intention to use the universities for the promotion of radical change. Learning should be pursued for its own sake, and to make it serve other ends was to misuse its purpose. Second, students were by definition disqualified from deciding what or how to study until they had been through the established hoops. Because they were insufficient insight to judge courses, and the proof of their gaining that insight was that they learned to leap through the hoops and over the barrels. Third, if students did have complaints, these could be properly dealt with only within the teacher apprentice relationship. Students should approach their teachers on an individual, not a collective basis.

For over 10 years this triple defence served the traditionalists quite well, and they not only held their old positions, but winked out class traitors amongst their own guild. But now there is a different basis for student complaints, a neat form of argumentative ju-jitsu which uses the conservatives' own strengths to send them spinning through the heuristic air to land with a jarring bump on their basic principles. In the 1960s, although the universities were expanding, they were doing so in response to student demand and with the encouragement of public funds. All that has changed. For scores of departments it is no longer a matter of accommodating to rising numbers but of trying to ensure that there are enough students to pay the heating bills and justify the employment of teachers.

At the same time students, wanting a qualification that will at least get them a place in the bread queue are more than ever eager to get a good return on their money, or their time, or their effort. And this creates a quite different kind of student complaint. If the course is not clearly taught, if the syllabus seems eccentric or, as they used to say, lacking in relevence, then the students can complain not in terms of the underlying ideology, but in terms of not getting precisely that transmission of authoritative knowledge which is supposed for the traditionalists to justify the whole enterprise. The apprenticeship position is eagerly accepted, and there is a demand for instruction, and more instruction. Result: exhaustion of the traditionalists, who expected students to be apprentices, but not to insist on being apprentices all the time. Nor does the old ploy of "This is not an issue of principle, discuss it with your tutor" work in quite the same way. The poor tutor is likely to find that most students want to discuss things, and at length, and from quite impregnable motives.

Through getting, and needing, the kind of students they always said they wanted, but whom they hoped they would get in a moderate rather than a militant form, the traditionalists have been hauled up their own flagpole, where they are likely to flap unhappily for as long as the present dash for shrinkage goes on. Fewer teachers, more insistent students. Just as apathy has been proposed as a necessary condition of democracy, so only a moderate degree of enthusiasm is a condition of the traditional line on higher education. Once the peasants actually demand that the Tsar be their little father; then the crowds start gathering outside the palace, waving their essays and asking for explanations of marks and criticisms, hour after hour, day after day. And there is no defence in the traditional-ist account of university teaching, for it is precisely that account which is being employed. All those who moaned that more meant worse are now beginning to recognize that there are more ways to undermine a traditional approach to education than by challenging it. Taking it at its own word, and insisting on cashing the cheque, can be even more devastating.

The author is a lecturer in the department of government at the London School of Economics and Political Science.

BOOKS

Folklore

W. B. Yeats and Irish Folklore
by Mary Helen Thuente
Gill & Macmillan, £13.00
ISBN 0 389 20161 8

This book is the first comprehensive study of a neglected field: Yeats's interest in folklore during the 1880s and 1890s. The author gives a well-documented outline of the growth of interest in Irish folklore during the nineteenth century and, by comparing Yeats's work with that of other translators, collectors and interpreters of Irish folk tales and legends, she assesses the nature of his contribution in this context.

She attempts also to chart Yeats's changing attitude to this folklore. In a cogent (if slightly over-schematic) way, she points to a move from his early interest in the content of fairy tales in *Fairy and Folk Tales of the Irish Peasantry* (1888) to a concern with the energetic and visionary Irish peasants themselves in the later *Representative Irish Tales* (1891) and *The Celtic Twilight* (1893). She then emphasizes the importance of Yeats's work in a very different kind of folklore—the legends about eighteenth century Irish outlaws, rakes and "rapparees" which he gathered together in the early 1890s for a projected volume on Irish adventurers. Finally the author tries to interpret Yeats's treatment of the legendary Irish poets and heroes such as Hanrahan and Costello as they appear in *The Secret Rose* (1897), emphasizing how he brings out the tragic element in these stories.

The strength of the book lies in its wealth of factual and historical information. It supplies a useful historical context; it defines Yeats's principles of selection as an anthologizer; it offers comparisons of Yeats's version of the folk tales with his sources; and it explores unusual aspects of Yeats's involvement with Irish legend.

The most interesting and original chapter is that on Yeats's plans for the Irish adventurers book which was never published. On the basis of his letters and remaining essays on the subject, she gives some idea of what that work might have been like: a study of the intense passions, impulsive energy, and reckless violence of such legendary characters as "Colonel Blood", "Tiger Roche" and "Fighting Fitzgerald". This is an important antidote to the "dreaming" Yeats of *The Rose*, and remarkably prophetic of so much in later Yeats.

The book however is weak in two respects. While it provides this context in which to read Yeats's early stories, it unfortunately gives very little guidance in how one might interpret them. Although it offers an interesting study of the Hanrahan stories, too often these haunting tales, full of strange and arresting details, are merely summarized, slotted into this or that plot category, and given an Aarne-Thompson folk tale classification number. This only shows how much remains to be done in the whole area of the interpretation of stories that "tease us out of thought".

This weakness is related to another: the book touches on, but does not fully discuss, Yeats's own fascinating attempts to understand the significance of these stories. Yeats's most original ideas here have to do with the importance of the non-rational: that fairies are representations of moods; that the most important features of legends are what is strange or extravagant, and quite beyond normal explanation or approval; and that the language of traditional oral poetry embodies "emotion" in a way that is different from and superior to the merely written word of a "personal" poet. While this book certainly opens up the whole area of Yeats's folk tales, fuller study of such ideas might help to make those tales more meaningful and alive.

Frank Stack

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Between April and September 1870 the six monthly numbers of Dickens's uncompleted *The Mystery of Edwin Drood* appeared. Facsimiles are now available at £3.60 for the set, from the Faculty of Humanities at the University of Kent.

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The story-telling impulse

The Short Story in English
by Walter Allen
Clarendon Press: Oxford University Press, £9.50
ISBN 0 19 812666 2

by Valerie Shaw

Discussions of the short story have a tendency to bristle with paradoxes, as though no other kind of formulation will do to capture the special delights offered by the genre. A highly self-conscious form, the short story seems particularly good at celebrating spontaneity and instinctual behaviour; necessarily selective in the incidents it depicts, it can convey the totality of a human life; deliberate and calculated in aim, it often has the apparent casualness of a snapshot; and although written in prose, it is capable of attaining the intensity of lyric poetry. So strong is the short story's power to reverberate beyond its ending and prolong its impact that the word "short" placed alongside "story" can seem a witticism.

The distinctive qualities which guarantee the short story's continued appeal among readers and writers alike, have, however, eluded theoretical definition. This is partly due to the genre's late arrival on the literary scene, especially in England where the dominance of the spacious novel throughout the nineteenth century inhibited experiments in shorter fictional forms. But there is another, deeper reason, which has to do with the short story's unique ability to preserve and at any moment recall its mixed origins in fable, anecdote, fairy story and numerous other literary types. Because individual short stories keep revealing affinities with their primitive ancestors, it is very difficult to stabilize a generic definition; no single description can encompass the diversity of possible story types, lengths and techniques. Consequently, no critical theory of the short story prevails, and most delineations of the art have come from practitioners like H. E. Bates and Frank O'Connor. Devoted to story-writing as a serious enterprise, these writers have gone part, but only part, of the way towards alleviating the widespread suspicion that because it is a minor form the short story must be an essentially trivial one.

Many stories make their first appearance in magazines, and involvement with the periodical press and other ephemeral modes of communication has undoubtedly contributed to the neglect of the genre. There is plenty of support for the view expressed by Virginia Woolf when she told David Garnett that "it's easier to do a short thing, all in one flight than a novel". Chekhov, for example, said that whenever he struck a snag in a "long tale" he could turn to something less demanding, a short story. But there is nothing in any of this to explain the short story's lowly status among literary types. As Henry James observed in the 1890s, when the short story was excitingly new in England, the brief story "is an easy thing, no doubt, to do a little well, but the interest quickens at a high rate on the approximation of that liberal *more* of which we speedily learn it to be capable".

In his survey *The Short Story in English* Walter Allen starts from the assumption that there is a wide consensus about who actually are the writers to have done "that liberal *more*" with short story form. The same names keep cropping up, he tells us: "Chekhov and Maupassant always, then Poe and Kipling and Joyce, and probably Katherine Mansfield and Hemingway as well." The uncontroversial nature of this list is taken as an empirical basis for the contention that the short story is "both an international form and a recent one", and it is against this background that Allen sets his examination of the many guises in which the short story in English appears, from Donegal to Rhodesia, from Mississippi to London's East End.

Although Walter Allen spends a chapter on "Origins, Background, Affinities", he does not delay over the tricky question of how to judge whether a short story is good or not, when it has not been decided what a short story ought to be. He does distinguish between the modern short story and its precursors, seeing differences which parallel those between novels and romances, but there is no claim that such distinctions have any significance except as they correspond naturally to commonsense awareness that reading Chekhov is quite unlike reading Boccaccio. On his own page Walter Allen sets aside the worries about terminology that bedevil short story criticism: "to attempt to make a formal distinction between stories and tales", he declares roundly, "gets us nowhere". With similar lack of fuss, works which are usually thought of as novellas, notably Conrad's *Heart of Darkness*, are included in the scope of the book, and attempts to categorize James's work are rejected as "somewhat stupid except for the sake of convenience".

All of this will dismay critical theorists, or indeed anybody who is looking for a new definition of the short story. But Allen's approach does have the advantage of breadth, an especially important consideration in short story criticism. Once again, a paradox is involved. The glory of the modern short story's concern for what Poe, as early as the 1840s, termed "unity of effect" is that it can serve an apparently endless variety of purposes; the short story's brevity and completeness are equally well suited to showing life's possibilities as hedged and narrow or to depicting lives torn by violence and harsh conflict, a diversity which is reflected in the range of moods satisfied by stories. Because he adheres to no fixed idea of what a short story ought to be, Allen manages to treat stories which display affinities to the fireside chat, the exchange of joky anecdotes in the pub, or the rapid newspaper article as well as those which resemble more the finely wrought sonnet. One of the most attractive features of this book is that it does not confine attention to expected figures like Joyce and Lawrence, but deals with many little-known writers.

Allen's open approach yields many striking insights, even though they do tend to come rather in the manner of short story epiphanies themselves, convincingly but somehow fleetingly too. Such is the effect when Allen asserts that Hardy's best short stories are in his poetry, and there is a similar feeling of rightness about the comment that Wells's material in "The Stolen Bacillus" is pure children's-comic stuff, or that Hemingway's finest stories retrieve the notion of heroism contained in *The Battle of Maldon*. Through the range and freshness of his discussions, Allen conveys forcefully the same kind of exhilaration about the short story's possibilities as James was expressing when he praised the young Kipling for seeing so many "chances of touching life in a thousand different places, taking it up in innumerable pieces, each a specimen and an illustration".

Among the many story-writers (over eighty in number) considered here it is in fact Kipling who wins greatest admiration. It is not difficult to see why this should be so: Kipling perfectly exemplifies the fusion of deft artifice and journalistic immediacy which is proposed as the modern short story's main strength. Kipling's role in the late nineteenth-century development of a new kind of writing which brought fictional prose closer to journalism is described as a vital contribution to the healing of a breach between popular writing and serious literature, a change in which French naturalism is also shown to have played a

Rudyard Kipling's illustration from his Just So Stories of the Elephant's Child having his nose pulled by the Crocodile.

significant part. Allen's discussion of Kipling's large output, Allen still manages to demonstrate the sheer range of the stories, drawing examples from *Plain Tales from the Hills* as well as from later volumes. Objections to Kipling's "knowingness" in his early work are countered by illustrating the authority he gained through a brilliant prose style which, "to an extent beyond any of his coevals in British English is based on the vernacular, on speed and directness of narration, on an unerring eye and economy of means". Here too Allen's willingness to cross generic boundaries is rewarding, one of his most stimulating connexions being made when he sees in the bafflingly oblique late Kipling story "Mrs Bathurst" an anticipation of the complex and elliptical poetry which Pound and Eliot were to be writing a decade later.

If Allen's method of representing individual writers by "specimen" stories actually works, then it is partly because many story-writers' careers do not display contours of development from an apprenticeship to a mature phase. A writer's first short story can turn out to be his best one, and the writer who goes on extending his reach as Kipling did is the exception rather than the rule. Even a tireless experimenter like Borges has acknowledged that "the same few plots, I am sorry to say, have pursued me down through the years; I am decidedly monotonous". This situation makes it permissible for Allen to offer say, "My Kinsman, Major Molineux" as "characteristic of Hawthorne's method", and to justify his choice on another occasion with the statement, "Flannery O'Connor's stories are so absolutely of their own kind that any one of them will lead directly into the world and values she creates, and 'Good Country People' is as good an example as any".

But willingness to accept Allen's selection of illustrations is also the result of the way he establishes himself as a reliable guide in an almost Kiplingesque manner. Never writing "knowingly", he creates an air of authority by combining relaxed generalizations and candid personal judgments. These are supported by the extensive quotations which accompany each analysis, and by a readiness to supply straightforward resumés of narrative action. "It begins . . ." and "the story ends . . ." are cues which echo throughout the book, in themselves highlighting the short story writer's urgent need to capture the reader's attention at the outset and to provide a satisfying conclusion. The constructional skills required to forge patterns which bind a story's opening to its ending, giving the whole piece drive and inevitability, seem, however, to matter rather less to Allen than its content and style. Always the concern is for excellent writing, and though Poe is forgiven the gross overwriting of "The Fall of the House of Usher" because the story continues to be "not quite absurd", particular emphasis is placed on the success, or otherwise, of each author's use of language.

Of course style is a prime issue in any literary discussion, but it has a special edge in the case of the short story, a genre so exacting that the Irish writer Frank O'Connor once remarked that whereas he could readily think of great novelists who wrote rather badly he found it virtually impossible to name a "great storyteller who was also an inferior writer". But although Allen is obviously right to give central place to the matter of style, the aesthetic principles on which his study is organized remain unclear. As we move from Updike to Silitoe or find one chapter comprising sections on two Welsh, one Irish and an entire school of Southern American writers, the lack of a central thesis about the modern short story makes itself felt. Accepted as a guided tour on a panoramic scale, *The Short Story in English* is an impressive feat, retaining all the immediacy and enthusiasm which must have characterized the seminars and lectures in which it originated. But the geographical groupings and, at other times, the treatment of authors in clusters according to period, produces a restless effect.

At various moments, admittedly, it looks as though Allen's particular interest is stories which emanate from colonial situations or fringe cultures is going to lead him into sustained examination of Frank O'Connor's notion that the difference between the novel and the short story is not so much formal as ideological. In *The Lonely Voice*, O'Connor argued that the short story's preoccupation with "submerged population groups" was what made it thrive in remote areas where the writer was likely to experience a sense of exile and hence a feeling of keen individuality. But although Allen refers several times to O'Connor's work, the full implications of his views are not examined; it is in fact a measure of Allen's desire to avoid theorizing that his canon of short stories suggests, but does not declare, agreement with O'Connor's findings.

Instead of bringing a theory of the short story to bear on his material, Allen has chosen to use a touchstone of excellence, and he has to look outside the short story in English to find the supreme exponent. Chekhov. Chekhov is the attendant spirit of this book: among others, H. E. Bates and Joyce Carol Oates are praised for attaining Chekhovian effects, while Hardy's story "The Son's Veto" is censured for falling short of what Chekhov could have done with its raw materials. Given that Chekhov sets the standard, it is unsurprising to find writers like O. Henry and Somerset Maugham being given short shrift for their tendency to overwork tried and tested formulae. Yet although few people will want to dispute Allen's value judgments, there is some reason to regret that his approach perpetuates a time-honoured but not indisputable belief that modern short stories are either like Chekhov's or like Maupassant's as though these two "masters" belong in entirely separate worlds.

H. E. Bates, in his study of the short story, observed that "any real examination of the story's developments of shape would involve dissection of almost every story written". And the task would not end there; it would be essential to account for the hybrid nature of a genre which owes something to virtually every other kind of literature, and a good deal to the visual arts too. Like the *Arabian Nights' Entertainment* itself, any survey of the short story is potentially endless. Walter Allen admits as much when he says that because of very nature his book can have no satisfactory ending: "It can only stop". It is entirely in keeping with his tentative attitude towards definitions that he should stop on a note of uncertainty, playing, as it were, the double part of Sultan threatening execution and Scheherazade assuring the magic of story-telling. Speculating that technological developments in film, sound broadcasting and television may extinguish the published short story forever, Walter Allen still discovers ground for hope: the form's "necessity, the unique possibilities of expression, achievement and the part played by educational opportunity in this process and international comparisons—are given clear and full coverage.

Professional sociologists will no doubt be impressed by an original chapter on the mobility of women. As Heath remarks on page 105, "until now in this book women have been conspicuous by their absence. This has been the usual fate of women in research on mobility and stratification." He then proceeds to make amends, preparing and interpreting tables on marital mobility from the Oxford interviews, and taking advantage of special tables, prepared by George Psacharopoulos from the General Household Survey, conducted by the office of Population Censuses and Surveys in 1972. Although still obviously tentative this work brings out the interesting possibility that there is greater equality of opportunity for entering white-collar jobs between women, than there is between men, probably because of the inequality of opportunity generally between men and women. Future research will have to be mounted on this question; but no one who reads this chapter will have the excuse to ignore the mobility of women and married couples in the future.

In contrast to Heath, Graeme Salaman has written an a-scientific, or even anti-scientific book. "The theories of organization supplied by Marx, Weber and Durkheim", he claims, "are highly relevant to a current analysis of organizations since their analyses concern three issues of continuing importance . . . These theories are still highly relevant today precisely because the questions around which they centre still constitute the major problematics of a sociology of organizations." Accordingly, when he turns to providing an historical account of what he calls the emergence of new work forms, he regards it as *inevitable* that the empirical developments to be covered in this account are those which are "of most significance to the emergence of sociological theories of industrialization and the development of new work forms through the conceptual routes plotted by the theorists". Salaman's selection of "relevant empirical changes", that is to say, has been guided by the theories and concepts of Marx, Weber and Durkheim, so that the basic emphasis in this book is hermeneutical, not scientific. He does not concern himself with the problems of investigating the world scientifically but interprets what he believes is already known about it in the light of an intellectual tradition, handed down from the past and preserved in its essentials.

Class and Corporation, as might be expected, contains no tables and only one, very uninformative, diagram. The difference in approach between the two books may, indeed, be exemplified by the reference on page 132 to "such thorough-going studies as those by the 'Aston School' . . . analyses of inter-organizational variations along a number of dimensions". The reader could never gather from this book that this school's approach to the study of organizations struggled with technical problems, similar to those tackled by the social mobility researchers with similar inconclusive results. Salaman's desire never to forget the "great men" of sociology restricts unnecessarily the breadth of his understanding, and the book provides a sense of certainty by simply ignoring research difficulties of this sort. Instead, the traditional problems of bureaucracy, alienation, the meaning of work, orientations to it, its organization and control are discussed in a most scholarly fashion. It is unfortunate perhaps that no conceptual discussion is introduced about the similarities and differences between corporations and other forms of organization, such as armies, hospitals or local government departments. Nor does the author consider the degree to which different kinds of property ownership, such as worker co-operatives or nationalized industries, introduce variations into the patterns described but, then, neither Marx, Weber nor Durkheim knew much about these either.

For his part, Raymond Williams falls neatly between those two, tackling a very broad subject area, largely taxonomically. It was perhaps inevitable that he should begin with a longer discussion of the meaning of concepts than was necessary for the questions tackled by the other two authors, if only because the kind of "culture" with which he is mainly concerned demonstrates itself in objects whose meaning and significance to their producers and consumers alike can be understood only in the context of a much wider cultural framework, sociologically understood, which can be best approached through the concepts which are used by the people in question to make sense of their world. All this may be seen as a necessary precursor to a sociology of culture in Williams's sense, but what is perhaps not so clear is why so much of the book is devoted to a rapid consideration of further clarification of the concepts implied in such relationships, as artists and patrons, artists and the market, post-market institutions, and in such forms of the internal organization of the producers of culture in their guilds, academies, "movements", "schools", in breakaway groups, factions, dissidents, and rebels, and so on. Although the author makes occasional, illustrative reference to particular historical examples to make his point clearer, what the great bulk of the book comprises is a description of various types, ideal types of Weber's sense of that term perhaps, so that a reader who was unfamiliar with Williams's other work might be excused for concluding that the source of his inspiration was to be found in the writings of Weber rather than Marx.

Altogether, then, Fontana's new series has got off to a flourishing start with three books, intentionally or not, illustrating three major differences of approach to sociology at the present time.

J. A. Banks

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BOOKS

Approaching sociology by three different routes

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by Anthony Heath
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by Graeme Salaman
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by Raymond Williams
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ISBN 0 00 635627 3

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At £2.50 per volume of about 300 pages this is a bargain offer, not lightly to be dismissed, even if the sceptic might well doubt whether the admirable intentions of the editor, Gavin Mackenzie, are ever likely to be met, since the possibility that both laymen and professional sociologists can be satisfied by the same fare seems remote. Nevertheless, what is perhaps more important here is not whether, but how far, the authors of the first three books in the series have matched up to what he has expected of them.

Anthony Heath takes a fundamentally scientific interest in the problems of assessing the nature of the social phenomenon with which he deals. For all that he mentions Plato's *Republic* on the very first page, and asserts that the questions asked about social mobility "and even some of the answers" are not very different today from what the political theorists of fifth-century Athens have bequeathed us, the main tenor of his book is an account of social mobility studies made by twentieth-century sociologists and the very difficult problems of measurement and analysis that they have had to face. His book contains many diagrams and tables of collected information about the fathers and sons in different occupational categories. Professional sociologists should find this book especially valuable because it provides very clear discussions of such matters as the calculation of indices by which to measure mobility. If they encourage their students to tackle imaginatively this difficult problem area they will benefit considerably from this book.

The earlier researchers in this field, Sorokin, Glass and his colleagues, Blau and Duncan, are afforded scrupulous attention as "landmarks", and although most is said about the work of the Oxford team, of which Heath was a member, other researchers in the field at home and abroad have not been ignored, their research being woven into the analysis of inter and intra-generational mobility to form a mosaic of findings from recent and not so recent publications. The reader may perhaps be surprised that the research of the sociologists in the department of applied economics at Cambridge is not mentioned, even if one of them is mentioned in the acknowledgements. Presumably *Social Stratification and Occupations* was published after *Social Mobility* was in the press. But this is not important in the context of the extent to which all the current issues in the study of social mobility—who gets ahead or stops behind; ascription, achievement and the part played by educational opportunity in this process and international comparisons—are given clear and full coverage.

Professional sociologists will no doubt be impressed by an original chapter on the mobility of women. As Heath remarks on page 105, "until now in this book women have been conspicuous by their absence. This has been the usual fate of women in research on mobility and stratification." He then proceeds to make amends, preparing and interpreting tables on marital mobility from the Oxford interviews, and taking advantage of special tables, prepared by George Psacharopoulos from the General Household Survey, conducted by the office of Population Censuses and Surveys in 1972. Although still obviously tentative this work brings out the interesting possibility that there is greater equality of opportunity for entering white-collar jobs between women, than there is between men, probably because of the inequality of opportunity generally between men and women. Future research will have to be mounted on this question; but no one who reads this chapter will have the excuse to ignore the mobility of women and married couples in the future.

In contrast to Heath, Graeme Salaman has written an a-scientific, or even anti-scientific book. "The theories of organization supplied by Marx, Weber and Durkheim", he claims, "are highly relevant to a current analysis of organizations since their analyses concern three issues of continuing importance . . . These theories are still highly relevant today precisely because the questions around which they centre still constitute the major problematics of a sociology of organizations." Accordingly, when he turns to providing an historical account of what he calls the emergence of new work forms, he regards it as *inevitable* that the empirical developments to be covered in this account are those which are "of most significance to the emergence of sociological theories of industrialization and the development of new work forms through the conceptual routes plotted by the theorists". Salaman's selection of "relevant empirical changes", that is to say, has been guided by the theories and concepts of Marx, Weber and Durkheim, so that the basic emphasis in this book is hermeneutical, not scientific. He does not concern himself with the problems of investigating the world scientifically but interprets what he believes is already known about it in the light of an intellectual tradition, handed down from the past and preserved in its essentials.

Class and Corporation, as might be expected, contains no tables and only one, very uninformative, diagram. The difference in approach between the two books may, indeed, be exemplified by the reference on page 132 to "such thorough-going studies as those by the 'Aston School' . . . analyses of inter-organizational variations along a number of dimensions". The reader could never gather from this book that this school's approach to the study of organizations struggled with technical problems, similar to those tackled by the social mobility researchers with similar inconclusive results. Salaman's desire never to forget the "great men" of sociology restricts unnecessarily the breadth of his understanding, and the book provides a sense of certainty by simply ignoring research difficulties of this sort. Instead, the traditional problems of bureaucracy, alienation, the meaning of work, orientations to it, its organization and control are discussed in a most scholarly fashion. It is unfortunate perhaps that no conceptual discussion is introduced about the similarities and differences between corporations and other forms of organization, such as armies, hospitals or local government departments. Nor does the author consider the degree to which different kinds of property ownership, such as worker co-operatives or nationalized industries, introduce variations into the patterns described but, then, neither Marx, Weber nor Durkheim knew much about these either.

For his part, Raymond Williams falls neatly between those two, tackling a very broad subject area, largely taxonomically. It was perhaps inevitable that he should begin with a longer discussion of the meaning of concepts than was necessary for the questions tackled by the other two authors, if only because the kind of "culture" with which he is mainly concerned demonstrates itself in objects whose meaning and significance to their producers and consumers alike can be understood only in the context of a much wider cultural framework, sociologically understood, which can be best approached through the concepts which are used by the people in question to make sense of their world. All this may be seen as a necessary precursor to a sociology of culture in Williams's sense, but what is perhaps not so clear is why so much of the book is devoted to a rapid consideration of further clarification of the concepts implied in such relationships, as artists and patrons, artists and the market, post-market institutions, and in such forms of the internal organization of the producers of culture in their guilds, academies, "movements", "schools", in breakaway groups, factions, dissidents, and rebels, and so on. Although the author makes occasional, illustrative reference to particular historical examples to make his point clearer, what the great bulk of the book comprises is a description of various types, ideal types of Weber's sense of that term perhaps, so that a reader who was unfamiliar with Williams's other work might be excused for concluding that the source of his inspiration was to be found in the writings of Weber rather than Marx.

Altogether, then, Fontana's new series has got off to a flourishing start with three books, intentionally or not, illustrating three major differences of approach to sociology at the present time.

J. A. Banks

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BOOKS

A little friendly persuasion

Absent from School: the story of a truancy centre
by Rob Grunsell
Writers and Readers, £1.95
ISBN 0 906495 42 3

Beyond Control? schools and suspension
by Rob Grunsell
Writers and Readers, £4.95 and £1.95
ISBN 0 906495 04 0 and 21 0

Making a Comprehensive Work: the road from bomb alley
by Peter Dawson
Blackwell, £9.95 and £3.95
ISBN 0 631 12534 5 and 126198

The problem of the disaffected, tough, sometimes delinquent adolescent is one that barely affects the lives of some teachers and consumes all the nervous energy of others. The literature in the field tends to be long on analysis and short on remedies, simply because there are so few successful models.

In the really difficult, usually (though not invariably) inner-city schools, the crime-rate may be high, the social problems may border on the horrific, and those who work in or know the schools may either be too weary to write about them, or else feel that what is done is too unspectacular to merit a book.

There are books documenting the failure of schools such as William Tyndale or Risinghill, and there are others, like Daniel Fader's *Hooked on Books*, which tell of apparent success, in this case through the imaginative use of reading and writing. There are millions of skilfully penned words about the problems of city life: a confusing mixture largely of theory, sometimes of practice, often ascribing blame to school organization, teachers, parents, capitalism, bureaucracy, the technological revolution which obliterates unskilled and semi-skilled jobs by the thousand, or to those who label children as delinquent, thereby ensuring that their prophecy will be fulfilled.

These three books are first-hand accounts of children in London written by two people who have worked with them. Rob Grunsell's *Absent from School* tells the story of the Islington Intermediate Treatment Centre. It first appeared in 1978 as *Born to be Invisible*, and is now published by Writers and Readers with an extra chapter by Peter Gurney describing the seven years since the founder left.

The story of this centre for persistent truants is a sad but engaging one, and it is told with honesty, compassion and a not obnoxious degree of romanticism. A DES survey in 1974 found that about 10 per cent of children were away from school, and estimated that some 2¼ per cent of children were absent "for no good reason". The author tells of one Islington comprehensive with a 13 per cent truancy rate and a further 5 per cent of children absenting themselves after registration. It was in the midst of this scale of problem that the centre was established, and the tiny number of children it handled must have been but a pin prick.

The book concerns itself principally with the hit-or-miss, pragmatic groping for sense by both staff and pupils. As a social worker the author had to agonize more about "curriculum" than a trained teacher might have done. The early 1970s were a time when free schools, de-schooling and the ideas of Ivan Illich enjoyed a brief vogue. The unpredictable curriculum of the Islington Centre, with its day trips to places of note, attempts at "lessons", and capitalizing on serendipity, sometimes contrasts sharply with the apparent certainty of a conventional school timetable. On other occasions the pupils, having rejected traditional schooling, challenge their new teachers to provide it, regarding art or drama as "messing about", and demanding adult dominance when misbehaviour occurs.

In *Beyond Control?* which has the same title as another book by Paul Francis, Rob Grunsell addresses himself to an equally difficult matter, that of suspended pupils. After he finished working at the Islington Centre he moved to another project in "Baxbridge", and subsequently incurred the wrath of secondary head teachers in the borough for writing an insider's account of a case conference about a suspension in *The Times Educational Supplement*.

This contretemps illustrates the sensitivity of the issue of pupil suspension. When a pupil has to be excluded totally from a school the sense of failure all round becomes public, and participants understandably are jittery. Yet the topic is rarely discussed, even though some schools seem never to suspend a pupil, and others, perhaps just down the road, have a sizable list of exclusions over the years. Grunsell devotes much of his book to a sympathetic but not uncritical account of pupils who have been suspended from school, and his analysis raises interesting questions about procedure, curriculum and attitudes in conventional schools.

A different kind of romanticism is evident in Peter Dawson's account, *Making a Comprehensive Work*, which describes his 10-year headship of Eltham Green, and is saturated with self-satisfaction from its title to the last sentence: "The road we travel, if it be the right one, stretches straight and true." The book begins with a member of staff looking at Dawson's wife and saying "Fancy having to *live* with him", goes on to tell how the number of canings went up from 28 to 169 per term, and later describes him at his study window with his binoculars looking for playground misdemeanours. There is glee when a West Indian boy with a cut finger leaves drops of blood on the wall outside Dawson's study which he then does not allow to be cleaned off "as a visual aid to miscreants".

Tough schools sometimes need tough remedies, and Dawson would point to the increase in parental applications as evidence that his regime was effective. Parts of the book dealing with curriculum, principally the section on social education, and pastoral care are of some interest, but crude stereotyping spoils the whole.

The sour taste left by this book is not so much because it deals in strong language with badly behaved pupils, feckless parents or lazy teachers, nor even that thrashing children is advocated. After all in Grunsell's much more liberal/permissive books there is an account of how a teacher, desperate with anger and frustration at one of these difficult pupils, thumps him in a rage, and pastoral care and social education, albeit of a strongly persuasive kind, occupy a central place in Dawson's account. It was rather the excessive self-adulation and near obsessional compassion in Dawson's account that jarred, even though too much compassion proved the undoing of Risinghill. I suspect many working-class parents, given a choice, might opt for the firmness of Dawson's school rather than Grunsell's soft centres. Middle-class parents would probably move house.

E.C. Wragg

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From benefactor to monitor

A Program for Renewed Partnership: the report of the Sloan Commission on government and higher education
Harper & Row, £13.95
ISBN 0 88410 193 2

The 20 Americans (most of them directly concerned, now or formerly, with universities), who for two recent years were funded by the Alfred P. Sloan Foundation, have deliberately confined their scrutiny to the impact upon higher education of federal and state government. The result, therefore, does not begin to rival the voluminous and wide-ranging reportage of the Carnegie Commission on Higher Education of 10 years back. Nor, though described by the blurb as "provocative", does it emulate the caustic iconoclastic tone of the Newman task force of 1971 in the same transatlantic field.

For the European the recent expansion of that field is still hard to grasp. Of the 3,000-odd universities and colleges, public or private, in the United States (sic), nearly half appeared since 1950. Two-thirds of these between them receive, directly or indirectly, two thirds of their revenues from government — $19 billion a year of public money from the fifty states, $14 billion from Washington, DC. Student enrolment leapt during the 1960s from 3.8 to 8.5 million. Then came the frost. Shrinkage in numbers has combined with other factors to produce an intolerable mismatch between revenues and costs. Legislatures and state governors have therefore become selective. If not parsimonious in their retrenchment. The former preponderance of public aid to students (widespread, egalitarian and non-categorical) has now swung over in favour of research support (meritocratic and highly concentrated). What the recent growing scepticism of Americans toward their hallowed institutions has made no exception of seats of learning.

So far the story has a not unfamiliar ring to British ears. What most irks the Sloan commissioners, however, is government's changing role from benefactor to monitor, manifest in numerous court decisions, statutes and administrative regulations. This increasing impingement upon post-secondary education comes not merely from the Department of Health, Education and Welfare, but by miscellaneous intrusions in the name of civil rights or equal opportunity. Here some case studies illustrate the consequent tendency of official "compliance coordinators" to usurp the function of a university's own board of regents by reaching into areas even of academic tenure and curriculum content. State governments today, the commissioners lament, "look less like helpful partners and more like unfriendly policemen . . . at once indispensable and intolerable" while Washington itself is "the camel . . . bumping and thumping around inside the higher education tent".

What remedies or restraints has the commission to propose? None very considerable. Its principal recommendations look like booster rockets designed mightily to correct the course of a spacecraft advancing into the unknown within a generally satisfactory vector. Washington should establish a single Council for Equal Opportunity in Higher Education which would consolidate all federal responsibilities in that area. The states should construe a greater uniformity, as to composition and function, between their higher education boards, which should be fortified vis-à-vis their respective state legislatures. Fiscally, while approving the present variety of funding resources, the commission would like to see important modifications in the Basic Grant Support programme of 1972, particularly the creation of a National Educational Loan Bank upon which students and their parents might confidently draw, and (for seniors) a Federal Undergraduate Merit Programme administering scholarships and fellowships. The cost of these novelties would be offset by terminating the social security education benefits at present enjoyed by all colleges. A separate section of the report lacks more detailed proposals about education for the "health professions".

American universities, as we all know, have assumed multiple and confusing duties. What is now in question is not their continued pursuit of two broad but differentiated goals, of evolving a scholarly elite while simultaneously working for an open society. These functions are not necessarily incompatible, given that the latter can continue to be performed by distinct foundations such as the charismatic 50- two-year "community colleges" or financially vulnerable innovations, or politically much beloved of state legislators because combining open-door access with low tuition fees.

Rather, the salient problem is that the basic tasks of teaching and research in transatlantic tradition has added that of public service. Too often the rhetoric of "urban mission", "urban commitment" and so forth, suggests that too many such institutions are striving to do for the city populace what the old land grant colleges were designed to do for the rural. But universities are not civic benefit associations, bound to an unlimited code of service whose success or failure is to be judged by a clientele outside of themselves. Is it too narrowly parochial of the Sloan academic to suggest that, in these hard times, their path to solvency and integrity re-ordering lies through some contraction in their historical role itself?

Vivian Vale

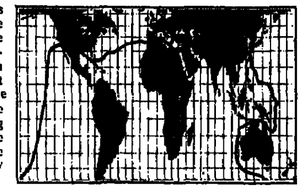
Vivian Vale is lecturer in politics at the University of Southampton.

Commonwealth

A TERMLY SURVEY OF HIGHER EDUCATION IN THE COMMONWEALTH

North-South: a Programme for Survival, the report of an Independent Commission on International Development Issues chaired by Willy Brandt, the former West German chancellor, was published just over a year ago. But unlike the reports of most international commission which gather dust, the Brandt report appears to have touched a rare nerve of concern and altruism. In paperback it has sold thousands of copies and its logo with the globe sinuously divided between a rich "North" and a poor "South" has established itself as a powerful image of international inequality.

The report has little to say directly about higher education. What it does say is not entirely flattering – "In contrast (to the rest of education) higher education has often expanded too fast in relation to many countries' ability to employ graduates, and has sometimes taken a disproportionate share of educational budgets. Almost every country has begun to worry about the problem of 'educated unemployment', and to ask the question: are schools and universities teaching the right subjects to the right people?" Despite this rather brief and negative assessment of the place of higher education in the poor "South", there can be little doubt that the perspective so well displayed by Brandt is one which universities and colleges can hardly ignore, especially in the Commonwealth which bridges this earthquake fault in global society. Below Anastasios Christodoulou, the Secretary General of the Association of Commonwealth Universities, considers what universities have done and can do to bridge the gap between "North" and "South". Over the page Richard Griffiths discusses the problems facing universities in the developing countries of the Commonwealth, and Peter Scott describes the very different dilemmas now being faced by higher education in the rich "North".



Universities cash in on the value of crossing frontiers

Anastasios Christodoulou (left) reflects on the role of the universities in the North-South dialogue

While countries go on debating the validity of Brandt's *Programme for Survival* – or quietly shelve it to concentrate on their own individual economic problems – universities throughout the world are continuing to behave much as he urges countries to behave.

A few days before this short essay appears in print, the Administrative Board of the International Association of Universities will have held its annual meeting in Paris. Some nine days after, 160 or so vice-chancellors and principals of universities from some 27 Commonwealth countries, will be assembling in Hongkong as members of the Association of Commonwealth Universities for five days of discussions on matters of common interest and concern: they get together in this way every two and a half years for a similar purpose. On this occasion, their discussions will centre on the responsibilities of universities to each other as international institutions; on the extent to which "continuing education" should be an essential and major activity of universities; and on the steps that universities need to take to achieve some development and avoid the worst effects of stagnation during times of reduction in the real value of their funding.

Eight weeks ago, a small sub-set of these same heads of universities sat down in Manila with their opposite numbers from several non-Commonwealth countries at a meeting of the Association of Southeast Asian Institutions of Higher Learning. Twelve weeks ago, a somewhat larger sub-set of Commonwealth vice-chancellors, all from African countries, gathered together with their colleagues from universities in all of Africa except the Republic of South Africa, in Yamassoukro in the Ivory Coast – but on this occasion as members of the Association of African Universities.

Since there are other similar groupings of universities, regional and more broadly international, the catalogue could well continue and these are but a few of the meetings that take place between one group or another from the universities of the world. It is not always vice-chancellors who are involved: many such meetings involve academic staff or university administrators discussing topics of professional concern or problems that are inter-disciplinary or affect more than one organisation or region.

Sitting with them as observers or active participants will often be staff from national or international agencies – QDA, the British Council, CIDA, IDRC, UNESCO, UNDP, FAO, the World Bank, perhaps politicians and civil servants from the country hosting the meeting – not to mention trusts and foundations keen to support institutions of higher education from a variety of motives. The precise composition of any particular meeting will vary, of course, depending on the topic and aim of the discussions. But the participants are there because they recognise the value of these meetings in furthering the objectives of their own organisations.

The international groups that come together in this way have a number of things in common. First and foremost, the participants come from or are closely connected with universities or equivalent institutions. Because they are occupied with research and teaching at the highest levels and because these activities are international, the universities recognise the value of associating with each other across national boundaries to exchange ideas and experience, compare techniques and tackle common problems. Their interdependence therefore derives from their essential nature, as universities.

Consequently there will frequently be found in the formal statement of the objectives and purposes of such associations:–

- the development of co-operation across national boundaries (sometimes for its own worth, for self-interest, of for wider altruistic or idealistic purpose., e.g. to serve the cause of peace as in the case of the IAU.)
- the exchange of staff
- the movement of students between institutions, particularly at postgraduate level
- the provision of information for which there is an inter-institutional, international need
- the provision of a service, such as recruitment
- inter-institutional efforts to raise standards and thereafter safeguard them
- the creation of opportunities for the discussion of academic development and general university development
- the forging of formal links at institutional, faculty or discipline level for mutual benefit
- joint efforts to hammer out an understanding of the proper role of universities in their modern societies.

Not infrequently, the motive of self-interest appears explicit and unashamed. Thus in the case of the Association of South-East Asian Institutions of Higher Learning: "Our purpose is to assist member institutions to strengthen themselves through mutual self-help and thus to achieve international distinction in teaching, research and public service." Even so, wider idealism is not thereby precluded "In so doing, the institutions contribute strength to their respective nations and to the entire region . . . , and foster a sense of regional identity."

The African Association, perhaps surprisingly to some, eschews any wider, idealistic objective such as the fostering of Pan-Africanism and restricts itself to a long list of practical objectives – staff and student interchange, information, documentation, curriculum development, collaborative study of higher educational problems, seminars and conferences – all in the cause of self-help and self-improvement.

Sometimes, objective and the means of achieving it may not be clearly separable. One particular association has a common language as its binding force: "L'Association des Universités partiellement ou entièrement de langue française" was formed in 1961 in Montreal to bring together all institutions of higher education in which French is the, or a principal, language of usage, but its literature makes it clear that the language is a means rather than an end in itself. The objectives are the development of international co-operation in higher education and "le dialogue permanent des cultures d'Afrique, d'Orient et d'Occident", facilitated by a "lingua franca".

There are yet others, but forerunner of all such organisations is the Association of Commonwealth Universities. Launched in 1913 (with strong Canadian as well as British support) as the Universities Bureau of the British Empire, it has, of course, long since ceased, like the Commonwealth itself, to be British. At the last count, it had 229 members drawn from 27 countries (all but one now independent). The association is a voluntary body governed by its members and funding its basic activities through their subscriptions. Its constitution is laid down by Royal Charter.

The ACU's central purpose is to promote contact and co-operation between its members, for their individual and collective benefit, in whatever practical ways they may suggest or approve. Whilst of various kinds, the services provided fall into three main groups:

(i) the organisation of meetings and conferences (every five years a major congress is held to which each member institution may send up to four delegates);
(ii) the dissemination (through publications, information papers and replies to individual enquiries) of facts about institutions, courses, awards, exchange schemes, travel opportunities, etc;
(iii) the administration of particular schemes involving international movement of staff and students.

Foremost amongst the latter is the highly valued Commonwealth Scholarship and Fellowship Plan: the ACU provides the secretariat for the commission which selects the scholars and fellows who come from other parts of the Commonwealth and who are placed in British universities and funded by Britain. The budget for that in 1981 exceeds £4m; much smaller are the prestigious Marshall and Kennedy Scholarship schemes which it also administers. Various sources of funds – the Commonwealth Foundation, the Commonwealth Fund for Technical Co-operation, the Canadian International Development Agency, *The THES* itself, in respect of one academic Fellowship – support travelling fellowships for administrative staff, the exchange of academic staff between developing country universities and, more recently a scheme to support medical students on elective studies in hospitals in Commonwealth countries other than their own.

A non-governmental organisation independent of government, the ACU is typical of other associations of university institutions which have followed it in time and emulated its example in terms of objectives and ways of achieving them. It exists because of the interdependence of universities and its sole 'raison d'etre' is therefore the enhancement of their interest: the commonality of those interests draws them not only towards each other, but together, and in working together for common purposes: international scholarship; comparable standards, complementary academic objective, or more narrowly a particular piece of research or advanced teaching. It is precisely through involvement as active partner in all or any of these that any one institution can properly fulfil its own prime purposes as a university institution.

"It is no wonder" wrote Eric Ashby in 1963, in his book *Community of Universities*, "that the universities of the Commonwealth are held together in an undefined but indivisible society . . . By virtue of the cohesion among Commonwealth universities, graduates from as far apart as Singapore and Vancouver, Ghana and Aberdeen, find that they share common assumptions, common cultural traditions, common canons of criticism and facility in using a common language."

They are, of course, all descended from common stock. The same writer, speaking a year later (Godkin Lectures at Harvard University 1964 *African Universities and Western Tradition*), defined the three similarities between Oxford, Cambridge and the British universities as being "self-governing corporations jealously guarding their autonomy . . . ; aspiring to grant degrees of similar standard on curricula of similar content; . . . all making similar assumptions about the functions of higher education . . ." He went on: "These three similarities constitute the template from which . . . new universities on the British pattern, both at home and overseas, were made."

Having been made, they were for a while highly dependent on the scholars of those same British universities to be brought to maturity. For even longer, their brightest intellects were sucked back into the British system for both first degree and postgraduate studies, to be honed into the true image of the British academic before returning home to take him or replace him in the local university.

To conclude from that historic picture that even now, the university world embraced by the ACU is but a microcosm of Brandt's contemporary world of gross imbalance between the rich and the poor, the developed and the developing – "the North-South" would not, however, be justified.

What Brandt, in his *Programme for Survival* urges upon nations, universities in the Commonwealth, indirectly and through regional and international groupings, have been achieving and continue to achieve through their own initiatives and activities within (until recently) favourable national and international policies of aid towards the developing world which encouraged the necessary transfer of money, "know-how" and human resources. Ibadan, Ahmadu Bello, Makerere (before Amin stabbed at its vitals), the Indian Institutes of Technology, Malaya Singapore, Zambia, the South Pacific, Papua New Guinea – all and many others are universities that are living testimony to the validity of the central themes of the Brandt Report; interdependence, mutuality of interest, massive transfer of resource, skills, technology – and on terms acceptable to the beneficiaries, who are treated as equal partners in a common endeavour not as poor country cousins to be given a grudging hand-out.

The off-spring in fact quickly matured and were soon contributing to the well-being of the family as a whole through innovation, through fresh attitudes on the economic and social contribution they should be making to their own people and through challenges to the old order of academic aspiration and enterprise. Through demographic decline, financial austerity, lower public esteem, state disillusionment with the apparently poor return to society from its massive investment in higher education – sometimes too, let it be said, through obstinate reluctance to embrace reform and adapt to changed circumstances – some old order institutions might well find themselves turning from rich developed to poorer declining and might themselves need to place greater reliance for their own well-being on the interdependent system, and a reversed flow of scholars and ideas.

Brandt postulates four main thrusts in his emergency programme for survival: transfer of huge volumes of resource to the poorer developing countries (around $30 billion annually in aid by 1985); national energy policies across national and regional boundaries; crash programmes of agricultural development and food production; major reform of international trade and economic systems. He leaves it to the leaders of the world to get together and work out the ways and means – or rather first to agree the objectives!

If they respond at all to his call, they will find that to give charitably without imparting understanding, to stimulate development requiring skills and sophisticated techniques and technology without transferring those skills and knowledge to the developing themselves, is merely to repeat the classical failures of previous and less ambitious aid programmes.

Perhaps the nations should take a leaf out of the universities' book and form themselves into free associations of interdependent organisations, aspiring to gain individual well being out of a common well-being – national wealth out of a common wealth where North sids South and South North, East West and West East, and all aid each other.

Instead, in the year since Brandt was published, the great developed nations of the world have tested recession and recoiled sharply from their internationalism. In the world of the universities barriers to staff and student mobility between nations have been raised high, not lowered, yet without such mobility, the genuine transfer of knowledge and skills to increase understanding and assure the success of investment in development will be severely constrained.

Will the universities fall into the same trap and recoil into introspection and self-interest of a more selfish kind? Or will they recognise as much commonality of interest and purpose in assisting the world first to survive and then to flourish as they have always found in the collaborative pursuit and transmission of knowledge and understanding, of ideas and values? The activities of the Association of Commonwealth Universities and of its many sister organisations leave no room for doubt about the answer.

The author is Secretary-General of the Association of Commonwealth Universities.

COMMONWEALTH

North: a battle against an inflationary tide

Peter Scott looks at the dilemmas facing higher education in the rich Commonwealth countries. Below Richard Griffiths discusses their poorer neighbours.

Universities and colleges in the rich "North" of the Commonwealth — in Britain, Canada, Australia, and New Zealand — have one thing overwhelmingly in common at the beginning of the 1980s: they no longer regard themselves as rich.

One key to this widespread feeling of deprivation is the inflationary expectations that have become endemic in the higher education systems of this rich arc of the Commonwealth from British Columbia to Christchurch. After 30 years of growth even prosperous steady-state can seem uncomfortable.

If that was the full extent of the apparent malaise, as most governments optimistically and conveniently believe, the necessary adjustment from high growth to low or even no growth, although painful, would be manageable. If it was simply a case of these universities coming to terms with the fact that, in a phrase once used by Britain's former Foreign Secretary, Anthony Crosland, "the party's over", there would be little room for worry and even less for sympathy.

But the malaise goes much deeper. First, the scale and the scope of the required adjustment have been consistently underestimated by all the governments concerned. In particular they have been slow to recognize the academic implications of lower growth rates, which a recent Canadian report likened to sclerosis. Universities, as a result, face an invidious choice. They can either accept that government responses will be inadequate and insensitive and also accept that this is because in all these countries a strong tradition of institutional and academic autonomy has been maintained. Or they can insist that their government paymasters accept proper responsibility, but run the risk of stimulating still more state interference in the affairs of higher education.

However, the malaise runs deeper still. It is not simply that universities in the Commonwealth's "North" must learn to live within more limited means. There is also a strong feeling that recent cuts in governmental support, and the occasional stuttering of student demand, indicate a certain disillusion with higher education in these advanced societies. This is not simply paranoia. Many politicians and civil servants do feel that higher education oversold itself at the peak of its public reputation in the 1960s, that naive and ultimately unsupportable assumptions were too easily made about the links between the expansion of higher education and economic growth or even social well-being, and that as a result higher education became too closely associated with the social democratic ethos of the post-war years.

It is this post-war boom in higher education that must be the starting point for any serious consideration of the present condition of the universities of the Commonwealth's "North". In Australia since the Murray report in 1957 the number of universities increased from 9 to 19 and the number of their students from 36,500 to 156,000. The number of undergraduates as a percentage of the 17-22 age group more than doubled from 4.7 to 9.6. In Canada an even more impressive expansion of opportunities took place, and in Britain the size of the higher education increased from just 69,000 on the eve of the war to more than half a million students today.

The institutional pattern of this great expansion was also interesting. Canada, the most advanced in terms of its higher education provision, increasingly followed the pattern established by its southern neighbour, the United States. Its universities and colleges gradually became a collection of extremely diverse and even heterogeneous institutions. This spontaneous growth and the weak role of the Ottawa government in higher education discouraged the creation of master plans (except of a rather conceptual nature like Ontario's *The Learning Society*).

The pattern in Britain and Australia was different. In both these countries magisterial and authoritative reports were sponsored by the two governments, Robbins and Murray respectively. In both countries a deliberate policy of creating new universities was complemented by the creation of an "alternative" sector, the colleges of advanced education in Australia and the polytechnics in England and Wales (Scotland, not altogether surprisingly, has ended up with a higher education system as close to the Canadian-American model as is possible within the centralist tradition of Europe).

The result of these differences has been that, faced with the down-turn of expansion (and even more important of government support) in the last few years, the British, Australian, and New Zealand experiences have been uncannily similar, while the Canadian experience has been different and it can be argued more hopeful. A heterogeneous system, although more chaotic during a period of expansion, can display qualities of adaptation and flexibility that can be invaluable during more troubled times.

Yet the problems that have crowded in on all the systems of higher education in the Commonwealth's "North" have been grindingly familiar from country to country. The present depression arrived in two waves. The first arose from the tripling of oil prices in 1973 and the immediate and painful repercussions this has on the economies, and then the public finances, of the developed world. The cuts in public expenditure which everywhere followed but perhaps had less impact in Canada with its still significant private university sector, came as a sudden shock to systems still expanding in top gear. But the fact that in no country had this financial shock been accompanied by any faint, but fatal, whispering of a decline in student demand made it easier to absorb.

The second wave has not been a sudden deluge but a steady and inexorable rise in the water level until it now laps menacingly at the feet of may institutions. Its principal cause, of course, is the economic recession that grips the advanced market economy countries and its impact on public expenditure. But a main supporting role must be given to the rise of right-wing governments unsympathetic to public expenditure and hostile to the expansionist, statist, reformist ethos acquired by the universities during their boom years.

Higher education in Canada, Australia, Britain and New Zealand has found it much more difficult to absorb this second wave for several reasons. First, its precarious political capital was virtually exhausted in engineering a partial restoration of its traditional position after the first wave of cuts in 1973-75 (this was especially the case in Britain). Secondly, having already absorbed some cuts in this earlier period, it was in a much more exposed position. Thirdly, the hostility of government was blurringly mirrored by the growing apathy among young people who seemed less determined to enter higher education than their older brothers and sisters.

This trembling of the dial of student enrolment first became apparent in Canada, not surprisingly as almost twice as high a proportion of young people go on to higher education there than in any other Commonwealth country. In the late 1970s enrolments declined, although they recovered in 1980 when applications were 10 per cent higher than they had been in the previous year. In Australia a similar stuttering phenomenon was revealing itself. In New South Wales in 1980 applications were down by almost 8 per cent (37,000 for 20,000 places compared with 40,000 in 1979). In Britain applications have continued to climb but this increase has become more and more dependent on application rates among women "catching up" with those among men and so cannot provide long-term relief.

What is more alarming is that all these countries face within a very few years a sharp decline in the number of 18-year-olds, still the basic reservoir of new entrants to higher education. In Britain the age cohort will fall from over 900,000 to 650,000 in the mid-1990s. In Canada the equivalent fall will be from 3.4 million to 2.7 million. In Australia the decline is less frightening and the turn-up will occur sooner, in the late 1980s.

This demographic decline which will not hit the bulk of higher education until the mid-1980s has already affected teacher education because of its direct links with school teacher supply. In Britain, where the Government was comparatively quick to grasp the nettle, many colleges of education were closed in the period between 1975 and 1979. In New Zealand, where official action has been more tentative and it is estimated that too many teachers are still being produced, a teachers' college in Auckland has recently been closed amid protest. In Australia a working party of the Tertiary Education Commission suggested that the number of student teachers will have to be cut from 17,500 in 1979 to 11,200 by the end of this decade.

However, the cuts are creeping closer to the core of higher education each year. In a representative comment Professor Anthony Low, vice-chancellor of the Australian National University, recently warned: "The point is being reached where research and teaching departments of academic distinction and importance to Australia, which in recent years have been severely reduced, will have to cut altogether so that others can continue. Since I became vice-chancellor of ANU in 1975 I have deliberately refrained from pressing the alarm button. I cannot any longer do this."

The alarm button is now being almost continuously pressed throughout the Commonwealth's "North". In Britain Dr Edward Parkes, the chairman of the University Grants Committee, has recently warned universities that if they wish to take a new initiative they must inform the UGC which present activity they intend to discontinue to balance it.

A report at the end of last year, *Canadian Universities 1980 and beyond*, written by Professor Peter Leslie from Queen's University in Ontario for the Association of Universities and Colleges of Canada, warned of a "sclerosis scenario". He wrote: "The outlook almost everywhere is for a contraction in enrolments, a long period of shrivelling financial resources, and external pressure to eliminate what one university commission has called the redundant, the obsolete, and the unnecessary."

At times it has seemed to many outsiders, especially and influentially in government, that the universities protest too much. Such people point out that higher education still commands many more public resources than they did even a decade ago, and they conclude that the real problem is lack of flexibility on the part of the universities and colleges.

There is some truth in this assessment, although it exaggerates the freedom of manoeuvre that higher education actually possesses. In most countries institutions must operate within the constraints of employment legislation, traditional customs, and above all of their existing human capital. The greatest stumbling block to change in Canada, Britain, and to a lesser extent Australia, is the prospect of an aging academic workforce. New blood in the shape of bright young academics is in very short supply, while universities must cope with an almost static faculty, getting older, more rigid, and more expensive year by year.

Governments must also bear some of the responsibility along with higher education for the manner in which cuts in public support have been made. First to go in almost every case has been any planning horizon, however modest. In Britain the quinquennium, the five yearly allocation of grant to the universities, is a lost and now almost unimaginable luxury. The rather more modest triennium in Australia, despite the persuasive backing of the Williams report, has gone the same way. Another damaging habit has been to cut capital and equipment grants rather than current grants, which is too often rather like cutting future investment to spare present consumption.

Whatever the balance of blame, higher education in the Commonwealth's "North" faces at the start of the 1980s three formidable problems. The first is how to continue to be able to compete in the first division of the international league of universities, against academically formidable and often better funded competitors in the United States and Europe. For 30 years after 1945 the enhancement of excellence and the expansion of opportunity did not conflict, indeed at a practical level they often reinforced each other because the resources designed for one could help to support the other.

In the 1980s and 1990s there is likely to be increasing competition between the two. Higher education will be forced into unfamiliar and even uncomfortable patterns of discrimination and flexibility if it is to successfully reconcile these two competing and equally legitimate thrusts. On the face of it the stratified systems of Australia and Britain should be able to achieve this more easily than the heterogeneous system that prevails in Canada. But more acute observers believe it may be the other way round.

The second problem is how, again with limited resources, higher education can continue to expand opportunities for advanced education to young people and to continue to serve both the community and the economy in ways that are relevant. The third is how to preserve in tangible forms the idea of higher education as an international community not just at the top of the first division but at all levels in the league.

Neither of these problems will be easily solved. One of the most marked and most distressing results of the financial crisis of higher education in the Commonwealth's "North" is the siege mentality that it has stimulated. In fartoo institutions the effective, if not the official, policy has been to pull up the drawbridge and wait for better times. In fact, no attitude is more calculated to ensure that better times never arrive. Yet in an interesting way higher education as a system and the individual institutions that make it up are mimicking in this selfish inwardness the mentality of so many students in the rich countries during the 1970s which became known in some circles as the "me decade".

Yet the solutions to these last two problems may be closely linked. Precisely the same style of outward looking optimism which will allow higher education to meet new needs and demands within their own boundaries will also stimulate it to think and behave internationally. Perhaps in this context, the experience of the universities and colleges of the Commonwealth's poor "South" may be extremely relevant. At the level of morality the shocking disparity that exists between "North" and "South" in higher education as in everything else may be providing a global perspective shock the presidents and vice-chancellors of Canadian, British, and Australian universities (and, even more important, their staffs) out of their present mood of inward selfishness.

At a more practical level universities and colleges in the "South" may have useful things to teach their senior siblings about the advantages of low-cost learning and about how to reach out to groups in the community who have not had the immense benefits of a well organised school education. In this important sense the Third World exists not only in Africa and Asia but within every nation. To remain vital into the next century the universities of the old Commonwealth or the developed "North" will have to do more for both kinds of Third World, even if, as seems likely, their governments for a time give them less.

South: swimming with the developing currents towards the future

Richard Griffiths discusses the problems facing higher education in the poorer countries of the Commonwealth.

Almost all those universities in the developing Commonwealth which are intent upon maintaining academic standards – and there are many, particularly in the former colonial territories face formidable difficulties both in securing adequate financial support for their minimum needs and in obtaining and retaining good quality staff, whether from domestic or overseas sources. But quite apart from these perennial problems, which are after all inherent in their circumstances, such universities carry a heavy burden of local public responsibilities, a burden far heavier than, and more obvious than, that borne by individual universities in the developed world, with its wealth of specialised institutions and professional and administrative expertise to complement the output of universities.

Thesis universities usually represent the only available concentration of intellectual power in their countries. They are the counterpart of the armed forces, in which physical power ultimately rests, and of the apparatus of the ruling party which, in so many developing countries, is the focus of political power. When moreover the quality and effectiveness of governments, whatever their ideology, is either suspect or downright bad – a phenomenon familiar to all concerned with them, however unwilling other governments are to say so publicly – good universities already recognise the need to look in their local university even more than to outside peripatetic experts, (provided often to suit their own purposes and theories) by aid donor governments and international agencies, to become their continuing collaborators in the complex processes of national development at both strategic and grass-roots level. As Dr Arthur Porter, the vice-chancellor of the University of Sierra Leone said at the IVC's conference, in Aspen, Colorado, in 1976, "Universities are supposed to fulfil many roles in the development process ... to disseminate knowledge, to undertake research, to produce qualified manpower and to act as a service institution to the community. Needs, as well as the political and social framework under which universities operate, vary from country to country. Each university has therefore to develop its own strategy and achieve an appropriate balance in consultation with its government."

On the same occasion, Dr James Maraj, the vice-chancellor of the consciously regional University of the South Pacific, added: "Though several inter-governmental agencies like the South Pacific Commission have been created in the region, the university is the only regional body with a day to day operational role. If its only purpose was the production of high level manpower, there would have been little need to create it. Most of that need could be met by sending students overseas at little, if any, extra cost to the region compared with that of maintaining the university. The university could only be justified only if it also provided a focus for the intellectual life of the South Pacific region and devoted itself single-mindedly to helping the governments solve their many social, economic and scientific problems."

For such a partnership between developing country governments and the universities they support to work sufficiently well to enable the full potential of the latter to be realised in the broad national interest, tolerance, forbearance and mutual understanding are essential – as in the equally tricky partnership of marriage. It would be foolish for anyone to deny that governments often find themselves sorely tried by their universities as such, by some of the activities of their staff members and of their students. The tact with which such difficulties are handled when they arise is all-important and determines in every case whether lasting damage to the relationship occurs.

In the first place there is money; that perpetual source of friction between partners and one with which universities are almost obsessively pre-occupied sometimes with good reason and sometimes without. Throughout most of the developing Commonwealth countries, governments, acting under the strong influence of heads of state and of party machines (rather than of departmental ministers – even of education in many cases – and their civil servants), have been and remain extraordinarily generous to the universities which they have created and can often ill afford.

Development economists and aid officials throughout the world have come in recent years loudly to deplore this generousity; often with sad results for the universities which need overseas aid as badly. Even Julius Nyerere, whose constant support of the University of Dar-es-Salaam has been such a feature of higher education development in Africa, has felt it necessary recently to express his concern about costs. He pointed out to the university that 31 per cent of the whole national education budget was taken by it and that it cost Tanzania as much to educate 3,400 students at the university as it did to give primary education to 640,000 pupils.

He went on: "Is this a socialist allocation of resources? Is it by any criteria a just allocation of resources? These are questions which must be asked and asked now. The Party is talking about starting three more universities by the end of the century; but at such costs as these that goal would be impossible to achieve. We certainly need more universities but we need to think seriously about alternative methods of providing university level education. That is a question of national planning. But some thinking and some ideas, from this university are needed."

We must hope that such ideas will be forthcoming, for the facts are indeed worrying. The whole speech however is benign and reads rather like a letter of guidance from the UGC to the British universities and other similar utterances from around the world. The danger is that, in their very familiarity, such utterances tend to get ignored by universities until the point is reached when governments, in exasperation, explode into decision. Such decisions are likely to be irrational, educationally idiotic, or administratively impracticable.

The most recent example of this process was in Britain itself when the Government presumably irritated beyond endurance by the inability or unwillingness of the higher education system at any level to come up with any means of stemming the inordinate growth in overseas student numbers, erupted into its extraordinary decision to do so itself by docking the system of money and forcing it to charge students – or some of them – prohibitive tuition fees. This fact of living with their governments is one which universities throughout the world have been dangerously slow to learn.

Except for the universities of Hongkong, Singapore and to a lesser extent Malaysia, which are all relatively affluent countries, virtually all Commonwealth universities are currently facing painful contraction in their income per student from public funds. This is perhaps in some ways not so shattering an experience for third world universities as it is elsewhere. They are used to being shortchanged by their governments towards the end of any financial year when the level of exchequer runs drier than had been expected. They know better than their richer counterparts, how to do without and, above all how to keep staff salaries down and, where necessary, reduce staff numbers.

Universities are often the innocent victims of an apparently insatiable urge which comes over developing countries, particularly those with a federal structure, from time to time to allow new institutions of higher education to be created before existing ones have properly got off the ground and without the available administrative, academic of financial resources to nurture them effectively. Both the Indian subcontinent and, more recently, Nigeria have suffered in this way. The maintenance of academic standards high enough to make the outlay and effort worthwhile is almost impossible in such circumstances.

This is also a danger when governments are tempted by political considerations to force universities to lower their entry standards and proliferate courses and options for which they are ill-equipped, all in the interests of expanding student enrolments with-prilly. Pressure of student demand for a university qualification – if not always for a university education – is of course overwhelming; and manpower shortages are legion. When in addition the availability of properly qualified local school leavers is inadequate – as it is for example in southern Africa and the South Pacific but not in eastern Asia generally – governments can perhaps be forgiven for their importunities.

Lee Kwan Yew, Prime Minister of Singapore, has however recently moved well in the opposite direction. As well befits a Cambridge first, he has firmly based his consolidation of two previous universities into one National University of Singapore on the imperative need to improve standards in academic staff and in student performance. Moreover he is breaking away from the insistence on vocational relevance, so obsessively pressed upon developing country universities for so long by the aid administrators, manpower economists and above all by education advisers from such agencies as our own ODA, UNESCO, UNDP and the World Bank.

He is even seeking to encourage the humanities in order to stimulate the supply of those "professional generalists" needed so badly for key posts in the public service, commerce and industry. I hope the Lords Fulton and Crowther-Hunt are not too appalled. How fortunate for Singapore that its development was fast enough to enable it to break away from the international aid industry altogether.

This thought brings us naturally to the only problem faced by developing country universities which is, by definition, unique to them. This is the frustrating business of having to try to find their way through the veritable jungle of aid agencies each with its own ideas, principles, priorities and procedures. Their needs are obvious to anyone who understands universities. Nowadays their need for aid to provide new buildings is small;

Above all they want putting assistance, of both a short term, contract and emergency type – (but not many tourist/lecturers); local staff training of all types to speed the necessary process of localisation; some equipment and technical help in enabling them to maintain it; access to books and periodicals and their libraries cannot be expected to provide from local resources, informal advice and help from their opposite numbers in other universities, and finally a source of a tiny amount of foreign exchange to buy that 50p transistor which it would take months to obtain from the same overseas supplier through their official channels.

At most official bilateral and international aid is given, wrongly in the view of many, through governmental channels, universities often lose out hopelessly to government departments when technical assistance aid is being carved up. The aid industry, in both its overseas donor and its developing country recipient bureaucracies, is inward and not outward looking. It prefers to mount an exploratory mission under its own control – and often made up of its own "in-house" experts – than to allow suitable institutions like universities in the developing world to link up directly with their direct counterparts, the universities of the developed world, to solve the same problem. The latter could easily and gladly, and to everyone's benefit, provide the vast majority of their requirements given only a fraction of the aid money required to provide them through tortuous, and often both inefficient and arrogant, inter-governmental channels.

'This is how, as Ian Maxwell's excellent recent book *Universities in Partnership* makes clear, most of the present generation of high quality universities in the developing Commonwealth were created and nurtured into maturity. It is how, even today, most of the British help they receive is arranged. Now that the Inter-University Council, the instrument by which this has been achieved over 40 years, is to be merged into the British Council with its vastly different origins, stated purposes and its inward-looking operational procedures, the future is uncertain.

Perhaps the fact that no significant British operational help has been available through official aid channels either to the University of Makerere or that of Zimbabwe – both the proud products of a historic Afro-British partnership – since their countries became aid-worthy, again is not an evil omen.

Is it too much to hope that in spite of every action to the contrary by FCO/ODA officials in recent years the words of Baroness Young – herself the wife and daughter of Oxford dons – as Government spokesman in the House of Lords on 5th July 1979 were not spoken either by inadvertance or in vain? She said: "Our aim is to help developing countries to build up their own manpower resources, wherever possible through their own institutions".

The author was formerly director of the Inter-University Council for Higher Education Overseas

Commonwealth Noticeboard

Canadian minister meets his Waterloo

Four new university presidents have been appointed in Canada in the past few months. They are Dr Douglas Wright at the University of Waterloo in Ontario, Dr Stephen Griew at the experimental University of Athabasca in Alberta, Dr Robin Farquhar at the University of Winnipeg in Manitoba, and Dr Arnold Naimark at the University of Manitoba which is also in Winnipeg.

Dr Wright, who is at present Deputy Minister for the Ontario Government's Ministry of Culture and Recreation, will become president of the university on July 1, 1981. He is 53 and a former Dean of Engineering at Waterloo. When he returns to UW he will succeed Dr Burton C. Matthews who is stepping down after serving two terms, covering an 11-year period, as president.

The University of Waterloo was founded in Waterloo, Ontario, in 1957. It now has an enrolment of more than 20,000 students and annual expenditures of more than $100 million.

Dr Wright was born and educated in Toronto. After graduating in civil engineering from the University of Toronto in 1949, he studied structural engineering at the University of Illinois where he received a Master of Science degree. He then attended Trinity College, Cambridge on an Athlone Fellowship and completed his PhD degree in 1954.

After teaching civil engineering at Queen's University in Kingston for four years, he went to Waterloo in 1958 to become the first chairman of the civil engineering department at Canada's newest university. A year later, he was also appointed Dean of Engineering. He was the youngest engineering dean in Canada.

In 1967, Dr Wright left Waterloo to become the first full-time chairman of the Ontario Committee on University Affairs a government-appointed body, which developed the formulas for operating and capital grants to universities and was responsible for government-university relations and negotiations.

In 1969 he was appointed to the additional post of Chairman of the Ontario Commission on Post-Secondary Education which produced a blueprint, commonly called the "Wright Report", for the development of post-secondary education in Ontario.

Three years later, Dr Wright joined the Government of Ontario as deputy provincial secretary for social development and adviser to the cabinet committee on social development. He was the first to be appointed to this position which had been established following a major reorganization of the government. His responsibilities included policy planning and resource allocation for five ministries with annual expenditures in excess of $9 billion.

He moved to his present position last year. Throughout his career, Dr Wright has maintained his interests in structural engineering, particularly in the field of space frame structures. He has received many honours including honorary degrees from Brock and Carleton Universities in Ontario and Memorial University of Newfoundland. Dr Wright is married and has five children, three of whom are now students at the University of Waterloo.

He will be the third person to serve as president of the University of Waterloo. Dr Matthews, who had been vice-president, academic at the University of Guelph, came to Waterloo in 1970 to succeed Dr J. Gerald Hagey, UW's founding president.

Dr Griew, who will be Athabasca's third president, was born and educated in London. He was later a lecturer in psychology at Bristol University and then from 1968 to 1972 professor at Dundee. He moved to become the first vice-chancellor of Murdoch University in Perth, West Australia.

He leaves his position as professor and chairman, department of behavioural science, division of community health, faculty of medicine at the University of Toronto, a position he has held since 1977, to assume the presidency at Athabasca University. His experience as the founding vice-chancellor of Murdoch University, from 1972 to 1977 was a key factor in the university's decision to offer the presidency to Dr Griew.

Dr Farquhar who is 42 and currently Dean of the College of Education at the University of Saskatchewan, will also become the third president of the University of Winnipeg. He succeeds Dr H. E. Duckworth who will retire on August 31 after ten years in the position.

Born in Victoria, British Columbia, Dr Farquhar holds the BA and the MA in English Literature from the University of British Columbia and his PhD in educational administration from the University of Chicago.

From 1966 to 1969 Dr Farquhar was associate director, University Council for Educational Administration and assistant professor, Ohio State University. He was later appointed deputy director of UCEA, a position he held until 1971 when he became chairman of the department of educational administration and associate professor, Ontario Institute for Studies in Education and associate professor in the University of Toronto's department of educational theory. In 1973 he was appointed assistant director of OISE and one year later was promoted to full professor OISE and University of Toronto. He accepted the position of Dean of the College of Education at the University of Saskatchewan in 1976.

Dr Naimark, Dean of Faculty of Medicine at the University of Manitoba, has been appointed president of the University of Manitoba from July 1, 1981. Dr Naimark will succeed Dr Ralph Campbell. He will be the first president of the university to be on the staff of the university at the time of appointment.

Dr Naimark was born in Winnipeg in 1933. Following graduation from St. John's High School in Winnipeg, he attended the University of Manitoba. Following a year's internship at the Winnipeg General Hospital, Dr Naimark enrolled in a graduate program in physiology and received his MSc Degree from the university in 1959.

During the period 1960-62, Dr Naimark was a research fellow at the Cardiovascular Research Institute at the University of California. In 1962-63 he received the R. S. McLaughlin Travelling Fellowship and was a visiting scientist at the Post Graduate Medical School in London.

Dr Naimark joined the staff of the university in 1963 as assistant professor in the department of physiology. He was promoted to associate professor in 1965 and to professor of physiology and professor of medicine in 1967. He served as acting head of the department of physiology in 1966 and was named head of that department in 1967. He served in that position until 1971, when he was appointed dean of the faculty of medicine.

Dr Alan Sinclair, president of Acadia University has resigned because of ill health. He will be succeeded as acting president by Dr James Perkins, who is at present academic vice president.

Disabled given a better start in Auckland

The Centre for Continuing Education at the University of Auckland in New Zealand has just offered a pioneering new course to prepare disabled people to study in the university.

Nine disabled students successfully completed the 10 week course which ran for the first time in the autumn term. Two were suffering from cerebral palsy and the others from a wide variety of handicaps including multiple sclerosis, arthritis and thalidomide deformity.

The course is part of the university's New Start programme which is aimed at adults without formal entry qualifications. It was designed because it was felt that although increasing numbers of adults were entering the university, few very disabled people were among them. Out of a total of 11,700 students Auckland had only 15 students with obvious physical disabilities.

The structure of the course closely followed that of the regular New Start programme at Auckland and was concerned with acquiring basic study skills, note taking, essay writing, examination procedures and so on.

However, even these presented special problems for the disabled students on the course. In lectures some of them used tape recorders, some had helpers to take notes for them, and only three out of the nine were able to take their own notes. Similarly in examinations, some used amanuenses, some used typewriters, and four were able to write their own papers. All the disabled students were allowed an extra 15 minutes to complete their papers.

The course also concentrated on the problem of mobility within the university. Special maps were provided, and special arrangements made such as parking permits, or lifts to and from the campus.

Ms Anne Davis, assistant organiser of the New Start programme who acted as director of the course, and Mr Mac Bicheno, Auckland's counsellor for disabled students who is herself disabled, both agreed that the course had been a useful preperation. All the students successfully completed the course and agreed that they had benefitted from it. They felt that it provided a good model for a further New Start programme for disabled people in 1981, the Year of the Disabled Person.

Of the nine students four enrolled in the university on regular degree courses and three expected to enrol for general studies courses in continuing education. The New Zealand Department of Labour, through its Project Employment Programme, has agreed to pay for a reader/writer for disabled students who will be employed by the students' association.

Exercises in exchange

In addition to its routine recruitment activity the Association of Commonwealth Universities is at present engaged in four exercises in international cooperation and exchange relevant to the Third World.

1. With the assistance of a grant from the Commonwealth Foundation and, they hope, the Canadian International Development Agency, the ACU will again this year be awarding travel grants to administrators from all parts of the Commonwealth to visit universities in other Commonwealth countries, to study problems of professional and administrative importance to their own university and university community.

2. The ACU also administers an academic exchange fellowship programme, with funds provided by the Commonwealth Fund for Technical Cooperation, to permit:

(a) attachments of university staff, both academic and administrative, to other universities in the Commonwealth developing countries to obtain greater experience and training;

(b) short study tours of university staff in Commonwealth developing countries to enhance their ability to contribute to national development;

(c) exchanges of staff between universities in developing countries with a specific development objective;

(d) university-sponsored seminars with a national or regional development orientation, where support could be provided for organisations or for teachers or students to attend.

3. The association also administers a Third World Fellowship with funds provided by *The THES*. The aim of this fellowship to allow academic or administrators in one developing Commonwealth country to visit another such country. This scheme has been in operation since 1973.

4. The ACU also maintains a comprehensive register of academics who on either impending retirement or impending sabbatical are willing to give part of their retirement or sabbatical to *ad hoc* attachments to and help for needy universities in developing Commonwealth countries. Any academic interested in this idea should get in touch with Mr Peter Hetherington, assistant secretary-general, at the ACU.

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Professor Marwaha

Professor Stewart

New head for mines school

The heads of university associations in India and New Zealand have recently been appointed. Professor G S Marwaha, director of the Indian School of Mines, Dhanbad, will take over as president of the Association of Indian Universities at the end of this month, and Professor J D Stewart, principal of Lincoln College took over as chairman of the New Zealand Vice Chancellors' Committee at the beginning of the year.

Professor Marwaha has been director of the school since 1972 and has written more than 100 technical papers, particularly in safety in mines. Professor Stewart was professor of farm management at Lincoln College before he became principal in 1974. He is a former chairman of the New Zealand Advisory Committee on External Aid and Development.

Commonwealth will be published in *The Times Higher Education Supplement* once a term. It will publish articles on academic, social, political, and economic themes related to the development of higher education in the Commonwealth. It is intended to supplement not to replace the reporting of news about Commonwealth higher education which will continue to be published in the overseas news section. However it is hoped to include additional information about new appointments and about international exchanges.

Zoologist to be vice chancellor of agricultural university

Other recent appointments to the headships of universities and other institutions in the Commonwealth include:

Professor Abul Amin ul Haque to be vice chancellor of the Bangladesh Agricultural University at Mymensingh. Professor Haque is a zoologist and was until his appointment professor of fisheries at the university.

Dr Kumar Mandal to be vice chancellor of Magadh University in Bihar, India. Dr Mandal is 51 and a philosopher. Between 1975 and 1978 he was vice-chancellor of Bihar University.

Professor M V Rama Sarma to be vice chancellor of Sri Venkateswara University in Andra Pradesh, India. He is also 51 and until his promotion was professor and head of the English Department.

Professor A O Adekola to be vice-chancellor of the new Federal University of Technology in Bauchi, Nigeria.

Professor G Igboeli to be vice chancellor of the new Federal University of Technology in Bauchi, Nigeria.

Professor U D Gomwalk to be vice chancellor of the new Federal University of Technology in Imo, Nigeria.

BOOKS

India's expectations

Indian Universities: a historical comparative perspective
by Champa Tickoo
Orient Longman (Bombay), rupees 60.00
ISBN 0 86131 222 8

Champa Tickoo sets out to provide an analytical and critical account of Indian university education, but her perspective is limited historically as well as comparatively. Historically, she ignores institutions of higher education in pre-Hindu, Hindu and Muslim India, and confines herself to the "modern" period of Indian history which began with British dominance. Western-style universities in Bombay, Calcutta and Madras were first established in 1857, the fateful year of the "Mutiny", which is now christened by Indian historians as "the First Indian War of Independence".

By the 1930s, Indian universities were considered advanced enough to be excluded from the purview of the Inter-University Council, set up to foster higher education in the colonies. Graduates of Indian universities in the sciences as well as the humanities are now found in literally all parts of the globe. Indian universities are also educating an increasing number of foreign students, principally, but not exclusively, from the Third World. Tickoo's "comparative perspective" might therefore have benefited from comparing relevant aspects of Indian higher education with those which obtain in the West, and in other parts of the Third World.

She does, however, compare Indian universities with each other to analyse the problems that beset them; for example, a preference for classical rather than vocational and professional studies, and the failure to give a rightful place to Indian needs and culture. There has also been an explosion in expectations from education, and consequent ill-directed growth in numbers: India now has some one hundred universities, including one at the world's largest at Calcutta.

Perhaps the greatest problem facing Indian higher education is the lack of nationwide standards. There are institutions, some of them of missionary origin and now run by the Indian churches, and some sponsored by the central as distinct from the state governments, which maintain a high quality of teaching and research. In medical education, for example, standards vary from the internationally honoured Vellore Medical College and All Indian Institute of Medical Sciences, to institutions which few people would care to go near. This discrepancy is, of course, a reflection of others that prevail in the society. India may be a member of the Nuclear Club and the ninth world industrial power, but at the same time she tolerates the grinding poverty of millions in the cities.

Tickoo pleads for more effective planning and control, for broadening and reforming courses of study and research in relation to the socio-economic realities of India and of the places where the institutions are located. She advocates passionately the free provision and massive expansion of correspondence and other distance-teaching courses, in contrast with formal education which is enjoyed largely by the middle and upper classes, and which she argues ought to be wholly paid for by them.

In setting the achievements of Indian universities alongside their problems, in portraying the historical context with scholarship and the present situation with incisiveness, and in offering some suggestions for the future, Champa Tickoo has produced a lively and stimulating book. She first to attempt an examination of all aspects of Indian university education in the last century and a quarter.

Prabhu S. Guptara

Mr Guptara is a lecturer in the postgraduate department of English at the North Eastern Hill University, Shillong, India.

Integration

Crisis at Central High: Little Rock 1957-58
by Elizabeth Huckaby
Louisiana State University Press, $12.95
ISBN 0 8071 0779 4

Elizabeth Huckaby's memoir does not tell us in detail about *Brown v. Board of Education* (1954), the famous supreme court ruling that spurred the desegregation of American schools. Nor does it enlighten us concerning the attitudes of President Eisenhower or the National Association for the Advancement of Colored People (NAACP) towards school integration at Little Rock, Arkansas, in 1957. It does provide a vivid, if retrospective, account of an international *cause célèbre* by a local eye witness, the vice-principal for girls at Little Rock's Central High School.

Huckaby kept a diary during the critical year at Central High and the portrayal of events in her book is chronological. She begins by explaining how her school prepared for the induction of blacks, taking to task, in the process, district school superintendent Virgil Blossom. The Blossom plan cautiously provided for the introduction of nine blacks to Central High in the school year 1957-58, a provision regarded by Huckaby as mere tokenism.

When school opened, Governor Orval Faubus sent in the National Guard to prevent the nine black pupils from taking up their places. The governor implied that the carefully laid integration plans of the NAACP were Communist-inspired. Huckaby demonstrates convincingly how Faubus secured widening support for his action by creating the illusion that Little Rock was about to be overwhelmed by racial violence. She argues that Little Rock had always been a peaceful community, and that Faubus encouraged criminality and tension in order to enhance his political career. Huckaby is not quite so hard on other individuals, though she hints that the NAACP was a ruthlessly intrusive force.

Her real sympathies are reserved, however, for the children involved. In particular, she brings to life a pioneer of teenage black rights. Minnijean Brown. Minnijean attracted attention because, among other reasons, she "had wanted to corner groups of girls to talk with them and show them jitterbug steps". This high-spirited black girl fought back bravely against the persistent bullying and persecution her extrovert behaviour provoked, only to be suspended from Central High for her own safety. Most of the other eight blacks, however, graduated not only from school, but from university. Ernest Green, the first black to graduate from Central High, became assistant secretary for labour in the Carter Administration.

Like Minnijean, Huckaby exudes that bravery which is required of the hunted, as opposed to the hunter. But she is intoxicated by her courageously-held principles. She is irrational about the "indigent" and "cotton growers", whose ignorance she blames for racial prejudice. Even with the wisdom of hindsight, she fails to see that, as there were lots of poor whites, each with one vote, rapid integration and the use of busing were fraught with political dangers. Huckaby reflects unwittingly the categorical assumption of the Warren-Burger Supreme Court that school integration encourages all blacks, not just the bright ones like Ernest Green. Today, opinion is veering against integration, partly on the ground that many blacks in integrated schools are demoralized by their failure to emulate the academic performances of white children from more affluent and bookish homes.

One might have expected a university press to commission an academic introduction to put Huckaby's recollections into some such perspective. Instead, Louisiana State UP stakes its reputation on the observation that the book is the book of the film, or, as the dust-jacket jargon proclaims, of the "Time-Life television movie on CBS starring Joanne Woodward". In spite of this editorial decision, the book has potential value — in the hands of a good teacher — as a means of arousing the interest of sixth-formers in an aspect of American history.

Rhodri Jeffreys-Jones

Dr Jeffreys-Jones is lecturer in history at the University of Edinburgh.

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BOOKS

Taking the lid off science

Teaching and Learning about Science and Society
by John Ziman
Cambridge University Press, £9.50
ISBN 0 521 23221 X

A recent report for the Nuffield Foundation estimated that in 1978-79 at least 5,000 British undergraduates were taking courses in science studies, although in most cases as only a very small part of their curriculum. Major courses in this field have existed at a few institutions of higher education in Britain and elsewhere for about a decade. More recently, in the United States, MIT has set up a College of Science and Society, costing some millions of dollars.

In the context of these developments in the field of science, technology and society studies (or STS for short), Professor Ziman's book is extremely timely. Moreover, if he is right that the educational system in Britain – and perhaps elsewhere – has a characteristic penetration time of about 20 years, then this is further reason for those involved in STS to pause and take their bearings at this halfway stage. Professor Ziman is well-qualified to act as their guide. As well as being a leading physicist, he has for several years offered a course on science and society at Bristol University. He is also a leading member of the Council for Science and Society and of the SISCON (Science in a Social Context) Project.

The book is not a detailed course curriculum, still less a handbook on STS. Rather, it is a personal attempt to clarify the rationale of STS education. It does not claim to provide the definitive rationale, but in offering one it does seek to catalyse discussion about whom the subject should be taught to, how it should be taught, and with what aims.

Professor Ziman argues that science education, as conventionally organized in England, gives a misleading image of the capabilities and social function of science. The misleading image is given at both secondary and tertiary levels, and regardless of whether the recipient is destined to become a research scientist, a technological practitioner, a technical worker, or simply a member of the general public living in a technological society. In particular, and contrary to what he believes to be the real opinions of thoughtful scientists and science teachers, Professor Ziman considers the popularly received image of science to be laden with the ideology of *scientism*. The activity of research is assigned a moral force that exceeds the intellectual force or practical utility of its products; science becomes something more than a philosophy or an ideology, taking upon itself the trappings of a religion, beyond the reach of rational justification or criticism.

To correct this tendency, to present a more balanced and accurate picture of science and its social relations, and hence to prepare science students better for their futures (in whatever capacity) – these are the aims which Professor Ziman sets for STS education. The endeavour, therefore, is not to be one of "radically subverting established scientists and technological institutions, nor of diverting the mainstream of science teaching from its traditional channels". Rather, it is to "look inside the Black Box that encloses science, conceived as an instrument of social action . . . not to replace conventional science education or to modify it out of all recognition, but to correct its unconscious bias with complementary themes" (page 53).

To show how this might be done, Professor Ziman sets out a social model of academic science which he then incorporates into a larger model of the research and development (R & D) system. He proposes a useful classification of approaches to STS education and comments on the merits and drawbacks of each. He discusses ways of introducing STS courses into secondary and tertiary science education, and he offers some worthwhile observations on the strategy and tactics of getting STS established as a recognized component of science education in schools, colleges, universities and polytechnics.

All this is done in informal style and with the kind of easy reading that comes from hard writing. The text is lively and abounds with *bon mots* (for example, "amateur dogmatics") and strong images (for example, scientific theories as a series of "maps", each schematically representing only those features of reality (roads, underground routes, sewers) deemed, for its purposes, to be relevant). The book also clearly shows that there is a certain core of knowledge which teachers of STS should acquire before standing before a class.

There are, of course, many details on which individual STS teachers might take issue with Professor Ziman: as he himself says, he has not pulled his punches on significant issues. Some might wonder whether the "anti-science" reaction which many STS students experience can easily be avoided, or whether it is a relatively normal reaction, by no means necessarily permanent, to the shock of the critique of scientism. Others might think that he concentrates too much on academic science in his development of a model of the R & D system. A third group might be concerned by his belief that the proper place for STS education in the sixth form is in general studies: despite Professor Ziman's reference to the need to devise an appropriate course, the danger might still remain that STS could be dismissed as "merely" general studies. Finally, not all would endorse his (explicit) liberal, pluralistic, political and social premises.

But Professor Ziman's chief aim is to stimulate coherent debate within the STS movement on these and many other questions. In this way, he believes a common core of purpose and a common fund of experience may be uncovered, to the advantage of STS teachers and their students. He has laid out his own cards: it is now for others to join the debate, equally constructively. They should begin by reading this stimulating and thoughtful book.

Philip Gummett

Philip Gummett is coordinator of the programme of policy research in engineering, science and technology in the department of liberal studies in science at the University of Manchester.

Conceptual demands of science curricula

Towards a Science of Science of Science Teaching: cognitive development and curriculum demand
by Michael Shayer and Philip Adey
Heinemann Educational, £3.95
ISBN 0 432 577825 1

This book is about the "massive mismatch" which, the authors claim, exists in secondary schools "between the expectations institutionalised in [science] courses, text books, and examinations and the ability of children to assimilate the experiences they are given" in science lessons. The claim rests principally upon work associated with the Concepts in Secondary Mathematics and Science Programme, a project based at Chelsea College and funded by the SSRC. The mismatch itself emerges from the application of techniques, developed by Shayer and his co-workers for, on the one hand, assessing the level of cognitive development of a large sample of middle and secondary school pupils in England and Wales and, on the other, for investigating the conceptual demands of the science curricula to which such pupils are exposed.

Both elements of this matching model are derived from Piagetian psychology, and quite central to the authors' thesis is the question whether formal operational thought is a single "unitary construct". Shayer and Adey attempt to provide an answer by investigating the correlation between the performances of a sample of 370 boys and 180 girls on five different tasks, such as the pendulum or equilibrium balance problems. The results are reported as percentages "at" different Piagetian levels on each of the five tasks and the agreement is described as "good". It is, however, a matter of debate whether such agreement is sufficiently good to justify confidence in a matching exercise of the type advocated. It is surely also debatable whether the "outstanding factor" isolated by further analysis of the data obtained from the 550 pupils amounts to convincing evidence for the construct of operational thinking rather than, for example, reflecting a significant common conceptual element among the five tasks.

Having satisfied themselves that, within the limits set by the reliability of the tasks, "it is possible from two or three samplings of a pupil's performance to characterise his/her capacity in terms of the level at which he/she presently functions", the authors can retain their confidence in the science reasoning tasks, published separately but illustrated in the book. These tests, designed to assess the stages of cognitive development of large numbers of pupils and intended for use by l.e.a.s, schools or individual teachers, were, of necessity, administered on a class/group basis. The group approach to testing has, of course, considerable psychometric advantages over the more familiar Piagetian interview, but any teacher, aware of the vagaries and subtleties of pupils' responses, even to apparently straightforward or simple questions, will fail to recognize its limitations.

The second element of the matching model, the analysis of science curricula for the Piagetian level of demand, involves the use of a descriptive taxonomy in which science teaching objectives are classified into groups "according to (a) the schema of reasoning patterns employed, and (b) the stage of cognitive development of which they are characteristic". This technique for curriculum analysis raises important issues. It seems to imply that all pupils perceive and think through a problem in the same way and it ascribes rather a passive role to the science teacher. Common sense and experience suggest that, for some topics at least, the intellectual demands made upon pupils depend upon the approach adopted by the teacher, and that the difficulties which some pupils experience in understanding scientific ideas may owe more to inadequate preconceptions than to a lack of Piagetian skills.

As Shayer and Adey recognize, the mismatch which they identify has positive as well as negative features and the book concludes with a discussion of "strategies for improving the match" and some radical proposals for change. These proposals amount to a new science curriculum, the major integrating features of which are to be made available to all secondary school pupils by selecting scientific content and processes which are accessible "in some recognizable form" to concrete operational thinking. In essence, this means selecting ideas and activities from a much broader range than is presently the case and, in particular, placing a greater emphasis on the so-called "softer" sciences. In advocating such a change, the authors reveal a conviction which others more sceptical of, or cautious about, the research findings, or sympathetic to a much more generous view of human ability, will be unable to share. Such confidence seems to blind them to the possibility that some who have criticized them for "labelling" children may have done so not because of a fundamental objection to such labelling, but because they do not have Shayer and Adey's confidence in the research findings upon which the labelling is based. Given the history of such claims as intelligence or reading readiness, this criticism is surely well-placed. The authors' stance is never in doubt. They ask: "Can we deny ourselves to the cause and still remain scientists?" Promises, like Galileo, they have been "abjured with threats and bribes, irresistible to feeble souls". It is to be hoped that their zeal for a science of science teaching will not prevent their research, carried out on a scale and with a consistency unprecedented in education, from receiving the critical scrutiny it deserves.

E.W. Jenkins

E.W. Jenkins is chairman of the school of education at the University of Leeds.

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This new edition of *Children: the Development of Personality and Behaviour* takes into account the great expansion of research into the psychological development of children in the past 10 years. The new book retains the original layout and chapter titles, but as well as including descriptions of up-to-date research work in the relevant areas of psychology more emphasis is placed on research work into the *processes* of development.
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BOOKS

Shot through with ambiguities

Polytechnics and Colleges: control and administration in the public sector of higher education
by Alan Matterson
Longman, £13.50
ISBN 0 582 49095 2
Managing the Higher Education Enterprise
by Nathaniel Karol and Sigmund G. Ginsburgh
Wiley, £12.30
ISBN 0 471 05022 9

These two books are about institutions which, though situated in different cultures, are experiencing the same pressures of financial retrenchment and demands for accountability.

It is 15 years since the polytechnics were first created and Alan Matterson, in a comprehensive and well grounded book, describes their history, structure and working arrangements. It is easier to describe the past than to prescribe the way forward; Matterson's concluding chapter on future development is less successful than his main historical and descriptive one because the problems are so complex.

Higher education's uncertain place in the social system is the source of a number of ambiguities. Thus the constitutional position of the students cannot be understood without analysis of the uncertainty of their status and destination which has resulted in all manner of compromise. Equally, the relationships between the DES, local authorities and polytechnics are shot through with ambiguity. The DES is not the partner of local authorities, a formula which Matterson adopts from former Permanent Secretaries (and some pretty weak political science on the subject). Framework decisions are made centrally: but then the local authority still has enormous, though variable power, but of a different kind.

Matterson argues for a decisive move towards regional government of higher education, but he does not inquire about the differences between the values expressed at different levels of the system, and the allocation of authority that rests between them. The case for the region has to be based on viability in political, economic and cultural terms. On the whole, the case is not made. The book is, however, to be commended for avoiding some of the more strenuous evangelism that often affects writing about public higher education.

Managing the Higher Education Enterprise is written wholly from the point of view of American universities and for those concerned with managing higher education. It cannot replace such a work as that of Fielden and Lockwood on planning and management or Moodie and Eustace on power and authority in British universities. Most of what it says is servible if unexciting. They describe the changing pattern of influences on American higher education. The book has good chapters on budgeting and other controls and how they work with the collegial structure of academic staff. There is sage counsel on the function of money raising and what to expect from the professionals in this field. All eye-opening for the British vice-chancellor whose institution is too easily taken for granted by the business and public authorities in whose area it sits. There is also a perceptive chapter about collective bargaining which gives us cause to be grateful that Laurie Sapper and his Natlhe counterparts can carry that burden through central negotiations.

The book is, however, interesting more for the warnings it contains than for its own quite careful depiction of how to cope with current American issues. In Britain, the statement of higher education's aims has always been regarded as an issue of recondite metaphysics, but in the United States the goals of and influences on higher education are overtly stated; furthermore, these influences are far more pressing than in the United Kingdom. Karol and Ginsberg well describe the incredibly restrictive web of laws and conditions which convey the rights of different groups in society. In a litigious country with four times as many lawyers per head of population as we have, they are a constant source of turmoil. Most American institutions employ at least one full-time lawyer; Harvard's president recently calculated that compliance with federal requirements, often in the field of affirmative action, consumed over 60,000 hours of his faculty's time and cost about £8.3m in 1974-75 alone.

We, too, have now entered into a kind of forensic playschool on which the expenditure of effort is justifiable in general terms but offensively time-wasting in detail. American films get played here more slowly and 10 years later. On reading both books, however, one sees that there remains a remarkable gap between social needs and their expression and the performance put up by individual teachers and higher education institutions. On the evidence in both of these books, it is going to be hard work to find a decent accommodation between intellectual freedom and personal development and the rights of society to get value for the money that it spends on universities and polytechnics.

Maurice Kogan

Maurice Kogan is professor of government and social administration at Brunel University.

New focus on the historical dimension

Education and the Social Condition
by Harold Silver
Methuen, £9.50 and £4.50
ISBN 0 416 74020 0 and 74030 8

When Harold Silver left a chair at Chelsea College for a higher education college principalship in 1978 his colleagues feared lest he were exchanging a sphere of scholarship, teaching, and a load of committees, for an even greater load of committees. Whatever the reality, it has not stopped him giving us an enlightening new book on our educational discontents. Nor is he just living on his professorial fat, for although parts of the book have been seen or heard before as articles or lectures, the whole has been worked together to give a distinct unity of theme which makes a forceful impact.

Who now reads Sir Fred Clarke? His book on *Education and Social Change* had some influence in the 1940s, but it certainly failed to establish among educationists of his generation Clarke's own belief in the study of the sociology of education, and his conception of education itself as "a process conducted and conditioned by social forces, all of which has a history". It was another two decades before the sociology of education took off, and when it did the explosion drove the history of education to the sidelines, so that a systematic study of the subject (or indeed of comparative education) soon became only a minority experience for teachers in training or in-service degree courses.

Dr Silver's aim is to reassert the importance of the "historical dimension" for the understanding of the present problems of British education, and in doing so he makes, by implication, a pretty good case for the comparative study of American educational history also. Thus he returns again and again to Sir Fred Clarke and the themes of his 1940 work, even though the master had his blind spots: Dr Silver's emphasis on the schools' need to recognize cultural pluralism must be read in the context of Sir Fred's own disillusion over the stark problems he saw in two plural societies, South Africa and Canada. But with Sir Fred at his elbow, Dr Silver's historical travelogue around the major contemporary educational issues of Britain (with side-glances across the Atlantic) is readable, learned, often brilliantly illuminating, and just occasionally plain wrong.

Far and away the best chapter is on the revisionist school of American social and educational historians, and especially his critique of the facile theory of social control which has spilled over into English educational history, turning all educational reformers and philanthropists into manipulators and oppressors. I know of no better guide than this to the US ideological literature of the 1970s on the role of the school in society, offering a perspective which in turn illuminates the British scene, and which reviews not just the relevant literature but also notes the salient criticisms to which it has been subjected by educationists.

Least satisfactory, perhaps, is Dr Silver's confrontation with the Black Paperites, who are the whipping-boys of his thesis on standards, accountability, and a great deal else. The fact of having sat the English Tripos in exactly the same year as both C. B. Cox and A. E. Dyson does not give Dr Silver superior, or even equal, claims as a critic, and no amount of historical perspective from old "standards" controversies from the nineteenth century is going to convince them that their case is met by his declaration that "there are no universal standards, only perceptions of standards"; or, for that matter, that their opponents have any monopoly of concern. Certainly not if Dr Silver persists in claiming that the Black Paperites use terms like schooling, literacy, and equality of opportunity as if they had no historical pedigree, when all this means is that they refuse to recognize the particular pedigree fastened on those terms by the left.

His treatment of accountability asks some excellent questions but also begs a lot of others. The Council for National Academic Awards may be the watchdog of public sector higher education, but – *quis custodiet?* Educational research may test the accountability of schools, but how accountable are educational researchers? Above all, how well fitted is the modern inspectorate to discharge the role which everyone assumes and few call in question; or the Assessment of Performance Unit to assess the widest needs of pupils and their personal development? Perhaps this seminal book will prompt more rigorous investigation even of these questions.

J. R. de S. Honey

Professor Honey is head of the school of education at Leicester Polytechnic.

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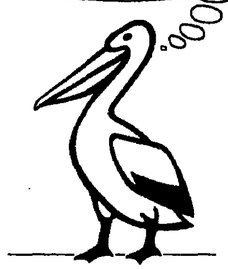

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BOOKS

Stereotypes

The Missing Half: girls and science education
edited by Alison Kelly
Manchester University Press, £18.00 and £6.95
ISBN 0 7190 0753 4 and 0831 X

In this collection of research studies and analytical comment, Alison Kelly sets out to demonstrate, account for, and suggest counter measures to, the under-representation of girls in the later stages of science education.

In her introduction, Alison Kelly points out that the problem does not involve all the sciences equally, but applies in particular to the physical sciences (and mathematics). This is an important distinction, one which later papers do not always emphasise. By not availing themselves of the opportunities to acquire appropriate qualifications in the physical sciences (and physics in particular) girls restrict their opportunities for further education, and, as a result, limit their career prospects in an increasingly competitive employment market, and confine themselves to lower paid, less secure occupations.

Another aspect of this low uptake of the physical sciences is the larger number of girls who leaves school without a balanced education in science. The implications of this inadequate understanding of science by a significant proportion of tomorrow's citizens, together with the obvious loss of scientific potential (to the nation) should concern everyone.

In the section dealing with theoretical interpretation, different explanations for girls' low achievement in the physical sciences are explored. All except one suggest that various aspects of our culture and the ways in which girls are socialized into the feminine role, tend to encourage girls to underplay their academic strengths and so avoid competition with more aggressive boys. The paper that looks at a possible biological basis for differences in scientific achievements suggests that science requires characteristics such as spatial ability that seem to be sex-linked. It concludes that nothing can be done about the sex bias in achievement in science – vive la difference!

The image of science as un-emotional, impersonal and objective, and scientists as remote, white-coated and unexciting, is confirmed by many of the research studies. The stereotype of the dedicated male scientist is a strong one, reinforced through the media (particularly in advertising), and would seem to be acquired at an early age. The masculinity of science prevents girls from identifying with it.

If we accept that it is undesirable for half the school population to run the risk of missing out on a vital part of their education, what can be done to persuade more girls to study the physical sciences? In the final section Alison Kelly considers a number of strategies. Some of these, such as the removal of a sex bias from textbook illustrations and examples, are gradually being introduced. There is evidence from the recent HMI report that girls are far less tolerant of poor teaching in science than boys, which has implications for the initial and in-service education of science teachers.

Successful female scientists as role models linked with careful careers guidance and the removal of the ability to drop physical sciences through premature option choices, seem to have been successful strategies in those schools brave enough to use them. It is not confident that to abolish the distinction between natural sciences and domestic science offers any real hope. Most "domestic science" is now taught as "home economics", which surely provides even more fuel for the feminist bonfire!

Perhaps a more fundamental change is needed. Science education often mirrors the public image of science with physical science teachers reinforcing the stereotype of a scientist that girls find so unattractive. The writings of practising scientists frequently indicate that this public image of science is inaccurate – a travesty of the real thing. Perhaps if scientists could help science teachers to portray a more accurate image of science, more girls would want to study it.

Alison Kelly is to be congratulated on putting together an impressive collection of material which deserves the widest possible audience.

Angela Dixon

Angela Dixon is senior lecturer in biology education in the Cecil Powell Centre for Science Education at the University of Bristol.

Doctrinal edifice under fire

The Marxist Theory of Schooling
by Michael R. Matthews
Harvester Press, £18.95
ISBN 0 85527 443 3

Since the mid-1960s the philosophy of education has been dominated largely by the work of Professor Richard Peters and his former colleagues at London University's Institute of Education. Their analytic conception of the subject achieved such a position of influence in colleges and departments of education that so far it has not been confronted with any serious philosophical rival. True enough, this conception of the subject was attacked as bourgeois educational ideology by some sociologists of education. Unfortunately the idealist and relativist premises that they adopted proved to be philosophically debilitating and the attacks failed to demolish the doctrinal edifice. It is therefore perhaps significant that one of the first attempts to mount a systematic philosophical challenge to what Matthews and his colleagues call "APE" (analytic philosophy of education) should come from a group of young Australian philosophers of education who are avowedly materialists, though of the historical variety.

The leading theme of Matthews's book is not, as the title suggests, the elaboration of a Marxist theory of schooling – this is mainly confined to the last chapter – but the defence of two philosophical theses. These are united under the general claim that a good philosophy of education needs a good epistemology, and that in order to have a good epistemology it is necessary to keep abreast of developments in the philosophy of science, the recent high point of which is Lakatos's account of the methodology of scientific research programmes.

The first main thesis is the negative one that APE's research programme is a degenerating one. Educational problems in the capitalist democracies loom as large as they ever did and it is Matthews's contention that the very intellectual constitution of APE prevents it from saying anything new or constructive about them. The reason is that APE's conceptual spectacles are of the inverting kind – that is to say, ideological. The philosophical source of the trouble is that APE has not incorporated insights to be derived from recent philosophy of science and has contented itself with the adoption of an outmoded and crude form of empiricism.

The second thesis is the positive one that the adoption of a Marxist epistemology (the particular variety advocated by Matthews) is superior to all others and that a Marxist educational research programme inspired by it will be progressive. Central to this epistemology is the analogy between commodity production and the production of scientific knowledge. The difference is that whereas the artisan works on real objects in the world, the scientist works on theoretical objects.

Matthews writes in a brisk and occasionally irreverend style, one of the consequences of which is that much of the argument is passed over too quickly. The philosophically initiated will constantly be grounded on icebergs of unargued argument floating beneath the surface of the text. For instance, the author is clearly indebted to the currently fashionable brand of "Marxist realism". But this is not expounded in any systematic manner, nor is it explained how this can be made to square with his expressions of sympathy towards instrumentalist theories of truth. As a consequence, his conception of the precise relation between the theoretical and real objects of science remains obscure.

The argument is also often too quick for the philosophically uninitiated. For instance, it is important for Matthews to denounce epistemological individualism and assert the social character of thought. But why these are, respectively, *philosophically* vicious and virtuous is not explained: Wittgenstein's argument against private languages is referred to but not outlined.

Matthews's criticism of specific doctrines of APE (Peters on schooling and Hirst on forms of knowledge) is largely derived from his colleagues' publications. It is surprising that he did not take this opportunity to extend the attack – for instance, to APE's social philosophy. The final chapter on Marxism and schooling is also largely derivative. Although adherence to Marxist functionalism is disavowed, the theoretical orientation of the chapter *is* largely functionalist.

Regrettably, those who seek a coherent and powerful alternative to APE will not find it in this book.

Grenville Wall

Grenville Wall is senior lecturer in philosophy at Middlesex Polytechnic.

A sixteenth-century scribe's workshop. From The Story of Writing by Donald Jackson; Studio Vista, £9.95.

Omissions which speak volumes

Schooling in the ASEAN Region: Indonesia, Malaysia, the Philippines, Singapore, Thailand
edited by T. N. Postlethwaite and R. M. Thomas
Pergamon, £12.00
ISBN 0 08 024889 9

This thoroughly unimaginative survey, edited by two professors of comparative education in Holland, is the sort of compressed overview that appears to be sought by university students of international and comparative education and by personnel in foreign-aid agencies".

The linguistic idiom of the editors' opening chapter on themes and issues, and their consolidating summing up, will be especially appealing to an American readership (in Thailand, we learn, "schooling through secondary level is still normally 12 years long"). But it remains that most of the sensitivity and sense this book contains about dilemmas of educational development in conditions of ethnic pluralism, communist subversion or population explosion must be sought in those two chapters by the editors. And they are candid enough to warn us concerning their Asian contributors, that "a favorable rather than critical perspective is to be expected, since the authors of the country chapters, with one exception, are either officials in the nations' ministries of education or are professors in public universities".

Nevertheless, the Asian experts are highly qualified people, with American MAs and PhDs in education. Their probable lack of teaching experience in schools should not have prevented them from writing competently about local systems in terms of "demographic, economic, political and historical factors that influence the form and conduct of elementary and secondary schooling", "the educational system itself . . . against its historical background", and "problems and prospects". How in any circumstances can one take seriously essays on Indonesian and Thai education which do not mention the existence, and suppression, of Chinese education during the past thirty years? But what makes the book truly irredeemable is the slovenly and mendacious chapter on Malaysia.

It really is deplorable that in this chapter the writers smother the Independence of Malaya, 1957, under the formula "serious acts of federation, self-government, and independence" preceding the emergence of the larger Federation of Malaysia in 1963, and suppress the fact that Singapore was a member of the latter till its expulsion in 1965. Even a key Malaysia education report, published in 1956, from which much of Malaysia's education history is claimed to have flowed, is repeatedly cited as a "Government of Malaysia" document. The point about Malaysia's independence is that it represented the triumph of Malay nationalism as far as the Malays were concerned, and the early education reports looked forward to the dominance of the Malay language in all spheres. The expulsion of predominantly Chinese Singapore from Malaysia had at least a little to do with the "subversive" example of its multilingual education system. However, the failure to give full implementation to the early reports was actually due to the commitment of the Malay, Chinese and Indian elites to primary, secondary and higher education in English.

Although Chinese secondary education had been phased out after 1960 (not 1970, as stated on page 101), only the race riots of 1969 generated the will or the power to impose Malay and introduce racial criteria into selection for upper secondary, post-secondary (sixth form) and tertiary education. This is the stuff of a great national trauma which has preoccupied and embittered countless Malaysian families in the past ten years, and poisoned the morale of educational administrators and teachers as standards collapsed.

One certain thing about this book is that its own omissions speak volumes about the political dynamics of education in the Association of South East Asian Nations countries.

Roger Kershaw

Dr Kershaw is a lecturer in South East Asian studies at the University of Kent.

Jokeraphy

Geography Teaching: with a little latitude
by L. J. Jay
Allen & Unwin, £8.50 and £3.50
ISBN 0 04 371 077 8 and 078 6

"Nearly all the books that have been written about the teaching of geography possess two characteristics in common. they concentrate on important fundamental issues and they are written in a serious vein – so serious, in fact, that many of those who teach or who are preparing to teach never bother to read them." So writes Jim Jay in the opening sentence of his introduction; he goes on to explain that the lighter side to learning is also important and he proceeds to illustrate his point in terms of his and others' experience. As a result he has written a book which combines wisdom with a "little judicious levity".

He begins by considering the fascination that place names have for many of us and manages to juxtapose anecdotes about Jump near Barnsley, with the origin of Itasca Lake (160 km west of Lake Superior), the significance to Timbuctoo, the distribution of place names ending in -leh, -ley or -leigh in Warwickshire, the American pronunciation of Des Moines, and the street names of Brisbane and Sacramento, and he even refers to mispronunciation of unfamiliar names as when a library assistant was asked for a book on Copper Kickers (Copernicus).

His "Selection a la Carte" proffers a rich menu on learning about maps and ranges from clear illustrations of the properties of certain maps projections to ways of remembering the shapes of areas on outline maps.

In chapter three the author takes "excursions into Paronomasia", which in case you thought this was some exotic part of Central America, the author explains is to do with the use of word play to lighten the serious business of learning. There is a combination of the serious and the light-hearted in the analysis of the reasons why "howlers" are produced in class or examination scripts. The one I liked best was "In the southern hemisphere Christmas Day falls in June", though a mathematical genius managed in a script I once read to argue that "the trouble with the rainfall in Winnipeg is that it is always below average".

"Images and reality" (chapter four) goes over aspects of the now familiar "perception geography" and suggests ways in which teachers may use some of its ideas such as inventing slogans for car number plates on the American model; I wonder how far "Lincolnshire: potatoes and ponchers" would endear itself to the local inhabitants. "Testing, Testing, One, Two, Three . . ." (chapter five) refers to you know what, but it tends to wander off halfway through to the consideration of mnemonics or as the author puts it "devices to 'geog' the memory".

In "Travelling for the Fun of it," we are treated to a varied fare which ranges from the origins of the Royal Geographical Society to the author's experiences about his own travels in the USA, Australia and India. The penultimate chapter looks at the use of verse in geographical education and the last chapter is probably best described as a humorous examination of some of the ideas and geography teaching hinted at in the previous chapters although it ends on an unusually serious note with the statement "There are occasions when it is good for the teacher to be able to avoid causing laughter in a class".

The book makes no attempt to cover the weighty matters which the author refers to in its introduction, and it would be inappropriate to review it with such serious criteria in mind. Knowing the author's delight in word play, I see the book as a way in which he could analyse a larger audience of geography teachers' business of teaching by manipulating the vocabulary of the trade. In so doing he has written a book on an aspect of education which made me chortle frequently. There are too few such books in the field.

Norman J. Graves

Norman J. Graves is professor of geography education and head of the department of geography at the Institute of Education, University of London.

NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

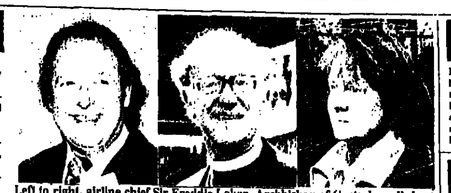
Honorary degrees

Bristol
The following are to be awarded honorary degrees in July:-
DSc: Professor A. Salam, professor of theoretical physics, Imperial College of Science and Technology.
DSC Engr Sir Angus Paton, consultant engineer
D Mus: Professor H. C. Robbins Landon, scholar and writer on music ; Sir David Willcocks, director of the Royal College of Music.
DLitt: Professor G. R. Elton, professor of English constitutional history, Cambridge University.
MAs: Major P. D. Birchall, former chairman of the Gloucestershire Education Committee; Miss A. M. Sarah Dunn former headmistress, Colston's Girls School.
MDs: Professor Sir John Brotherston, president of the faculty of community medicine and Dr J. Cates, former medical postgraduate dean, Bristol University.

Keele
The following are to be awarded honorary degrees in May and June:-
LLD: Dr Dr Robert Runcie, Archbishop of Canterbury; Professor Campbell Stewart, vice chancellor of Keele; Mr Charles Tomlinson, reader in English at the University of Bristol;
D Univ: Mr Jack Ashley, Labour MP for Stoke on Trent South.
DSc: Professor Christian de Duve, 1974 Nobel prize-winner for medicine and founder and President of the International Institute of Cellular and Molecular Pathology in Brussels.
M Univ: Sir David Barritt, former chairman of Cammell Laird.
MAs: Mr James Gould, historian and archeologist of his native Staffordshire.

Manchester
The following are to be awarded honorary degrees in July:
LLD: Sir Frederick A. Laker, chairman and managing director of Laker Airways. Emeritus Professor Richard Alexander Cavaye Oliver, former professor and director of the department of education at Manchester University. Mr Charles E. Young a member of the University of Manchester Court and Council.
DSc: Professor Hans A. Bethe, Nobel Prize winner for physics in 1967 and professor of theoretical physics at Cornell University. Professor Sir Andrew Watt Kay, regius professor of surgery at the University of Glasgow. Mr Arthur Koestler, author.

The following are to be awarded honorary degrees in July:
MAs: Mr Kenneth Darrington King, former director of the Manchester City libraries; Mr William John Smith, author of various articles relating to architectural and local history in particular the vernacular architecture of the Fylde district. Mr Neville Pratton Thomas, former assistant secretary of the UCC.
MSc: Mr Joseph McCormick, former laboratory superintendent in the department of computer science.



Left to right, airline chief Sir Freddie Laker, Archbishop of Canterbury Robert Runcie and novelist Iris Murdoch

Appointments

Universities

Reading
Registrar: Mr Trevor Bottomley (from October 1982 and until that date will be Registrar Designate).

Southampton
Readers: Dr J. R. Rydzewski (irrigation engineering); Dr D. A. T. Siddle (psychophisiology); Dr B. M. Weedy (electrical power systems). Conference officer: John Hiett.

UWIST
President: Sir Julian Hodge.

General
Mr Terence Patrick Lyons, executive director (personnel) of Williams and Glyn's Bank, to serve as a member of the Manpower Services Commission. Mr Lyons replaces Mr Victor Paige, deputy chairman of the National Freight Company.
The following have been appointed to serve as members of the Joint Working Group on Mental Handicapped Training: H. Barr (Assistant Director, CCETSW); Dr N. Beasley (senior lecturer, department of psychology, University of Keele), Dr J. Gibbs (chairman of the Council's Committee in Wales); B. Potter (principal lecturer, department of community education and social work, Dundee College of Education); D. Smyth (Director of Social Services, Northern Board, Northern Ireland); Miss P. Whitten (social work education adviser).
New members to ACARD, Viscount Caldecote (chairman, The Delta Metal Co); Sir Kenneth Caulfield (Chairman and Chief Executive Standard Telephones and Cables Ltd); C. S. King (Deputy Chairman BL Technology Ltd); D. H. Roberts (Research Director GEC Ltd).
Sir Denis Rooke, chairman of the British Gas Corporation is to serve a second term as chairman to the Council for National Academic Awards (CNNA).

Chairs

Dr John W. Parsons, at present a senior lecturer has been promoted to the chair of soil science at the University of Aberdeen.
Dr Irene B. Hillary has been appointed as associate professor of microbiology as applied to medicine (virology) at University College, Dublin. She is the first woman medical professor to be appointed by the National University of Ireland.
Professor Peter Young, professorial fellow in the Centre for Resource and Environmental Studies of the Australian National University, Canberra, has been appointed to a chair in environmental sciences at the University of Lancaster. He will take up the post on September 1 and on October 1 will become head of department of environmental sciences, succeeding Professor Arthur Hunter who will be retiring in 1982.

Forthcoming events

"Industrial Relations and the New Technology in Fleet Street" a paper to be given by Dr Roderick Martin, official fellow of Trinity College, Oxford on March 17 at 4.15 pm for the Durham University Industrial Relations Group seminar at the adult education centre, 32 New Elvet Street Further details: Mr Dave Bright at the above address.

* * *

"Research in illustration" a conference organised by the faculty of art and design of Brighton Polytechnic is to be held from March 26/27 in the William IV Room, Royal Pavilion, Brighton. The conference which is being organized for the department of visual communications will be the first opportunity for members of disciplines concerned with illustration to meet and discuss their problems. Topics will include: "The need for analysis of illustration" and "Some lessons from the exotic forms of art". Further details from Dr Evelyn Goldsmith, Conference Organiser, Visual Communications Department at Brighton Polytechnic.

* * *

"Education within the Local Authority System?" a one day conference organised by the British Educational Administration Society's East Anglian Regional Group is to be held on March 21 in Room 497 of the Cambridgeshire College of Arts and Technology, Collier Road, Cambridge. Speakers include Mr John Mann, secretary of the Schools Council and Mr Gordon Cunningham, education officer, Association of County Councils Further details from Mr R.C. Martin, assistant secretary, East Anglian Regional Advisory Council for Further Education, Shirehall, Bury St Edmunds IP33 3AN.

* * *

The following are two conferences in a series on "Media Studies" organised jointly by the Association for the Teaching of Social Science and the British Film Institute which are designed to be of maximum relevance to the practising teacher. "Presentations of Childhood Adolescence" will be held on March 21 at the Central London Polytechnic, New Cavendish Street. Further details from Adrian Wilson, 55 Chiltern View Road, Uxbridge, Middx. "Political Television" is to be held at Bath Technical College, Bath. Further details from Peter Aggleton, 2A St Johnson Road, Lower Weston, Bath.

* * *

"What the Franiston report Should Have Said" the twenty fifth Graham Clark lecture 1981 by Sir Alex Smith, chairman of the Council of Engineering Institutions on March 26 at 6 pm at the Royal Aeronautical Society, 4 Hamilton Place, London W1.

* * *

"Bread and Circuses: Problems of Order and Control in Mediterranean Cities from Antiquity to the Present" a conference organised by the Mediterranean Studies Society is to be held from March 25-28 at the University of Warwick. The aim of the conference is to bring together British and European scholars from a range of different specialisms (history, art history, geography, town planning, sociology) with interests covering the development of urban society and in particular problems of law and order and social control in the Mediterranean area. Further details from Dr John Davis, department of history, Warwick University, Coventry.

Open University programmes March 14 to March 20

Saturday March 14

BBC1
7.40 Introduction to linear mathematics (somorphisms (M303 ; prog 4)
8.00 Engineering mechanics: solids Linkage Mechanisms (T252 ; prog 1)

BBC2
7.40 Contemporary issues in education Who'll be Mother? (E200 ; prog 3)
8.05 Mechanics and applied calculus : Relative Motion (MST282 ; prog 2)
8.30 Arts foundation course : Doing history : Primary Sources: A Case Study of Stratford-upon-Avon (PA982 ; prog A10/4)
8.55 Policies, models and administration : The National Income and economic policy : Unemployment in the 1930's (D284 ; prog 1)
9.45 Seventeenth century England : a changing culture : Court Patronage (A203 prog 3)
10.10 Conflict and stability in the development of modern Europe c 1789-1970 : Engines of War (A199 ; prog 2)
10.30 Complex analysis : Complex Analysis : Introduction (M332 prog 1)
11.00 Control engineering : Two Control Problems (T393 ; prog 2)
11.25 The Enlightenment : Bath – A Theatre for Pleasure or Intrigue (A304 ; prog 2)
11.50 Business economics : One-Stop Shopping (D324 ; prog 1)
12.15 Biology, brian and behaviour : Cell Structure (S207 ; prog 4)
12.40 Dynamical simulations and Mutants (S299 ; prog 2)
13.05 Biology, brian and behaviour : Ethology : Newts and Newtbytes (S286 ; prog 2)
13.30 Physics and chemistry of the Earth : After the Earthquake (S217 ; prog 2)
13.55 The development of instruments and their music : Baroque Stringed Instruments (A304 ; prog 2)
14.20 Science and belief : from Copernicus to Darwin : The Impact of Science (AS1283 ; prog 2)
14.40 Language in use : Language in Context (E283 ; prog 2)
15.10 Research methods in education and the social sciences : Living Statistics (DE304 ; prog 1)

RADIO 3 (VHF)
8.55 History of architecture and design 1890-1930 : Tony Garnier's Cité Industrielle (A305 ; prog 2)
9.15 Personality and learning : Freud and Race (E201 ; prog 2)
9.30 Social work, community work and society : On Being a Social Work (DE306 ; prog 2)
9.55 Environmental control and public health : Desalination – Yes or No (PT272 ; prog 2)
10.20 Arts foundation course : Doing history : Handling Primary Sources : Women in the First World War (PA982 ; prog A10/4 & PA982/2)
7.35 Principles of chemical processes : Methods of Determining Inter-Atomic Force Laws (ST285 ; prog 3)

RADIO 4 (VHF)
10.44 Biochemistry and molecular biology : History of the macromolecule (S322 ; prog 2)
10.00 The digital computer : Answering a CMA (TM221 ; prog 2)
10.30 The handicapped person in the community : Access and Problems (P251 ; prog 1) .

"SCIENCE IDEOLOGY AND UNIVERSITY RESEARCH"
One day conference organised by University Staffs Left Group.
Speakers include:
- Professor Steven Rose (OU), Mike George (CAITS)

Venue:
- Birmingham University.
- Saturday 21 March
- 10.15-6.00.

Details:
- Dr Wilfred van der Will
- Department of German
- University of Birmingham
- Tel: 021-472 1301

10.40* Cognitive psychology : A Founder's View (D393 ; prog 2)
17.00 Schooling and society : Bowles and Gintis Programme 2 (E202 ; prog 2)
17.20 Decision making in Britain : Governing Britain (D202 ; prog 4)
17.40* Research methods in education and the social sciences : Policy and Action (DE304 ; prog 2)

RADIO 3 (VHF)
22.10 Open Forum 4
23.35 Social psychology : The Biological and the social (D305 ; prog 2)

Sunday March 15

BBC1
7.40 Biology, brian and behaviour : Ethology : Newts and Newtbytes (SD286 ; prog 2)
8.05 Inorganic chemistry : concepts and case studies : What Makes a Reaction Go (S247 ; prog 2)

BBC 2 (8.30-9.45 am Programmes in Wales will be transmitted on BBC Wales)
7.40 Engineering mechanics : solids : Linkage Mechanisms (T252 ; prog 1)
8.05 Science foundation course : Into the Earth (S101 ; prog 1)
8.30 Mathematics foundation course : Functions (M101 ; prog 2)
8.55 Making sense of society : Guernsey Case Study (D101 ; prog 5)
9.20 Work : School Card Study (UJ01 ; prog 2)
9.45 An introduction to sociology : The Monnies : Why John Why Dad? (D207 ; prog 3)
10.10 An introduction to calculus : Sin $(\theta + \beta)$ (MS283 ; prog 3)
10.35 The digital computer : Data in the Computer (TM221 ; prog 2)
11.00 Modelling by mathematics : Crossing by Numbers (TM381 ; prog 2)
11.25 Historical data and the social sciences : Demographic Data (D301 ; prog 3)
11.50 Social psychology : Social Psychology Laboratory (D305 ; prog 10)
12.15 Cognitive psychology : Cues and Schemas (D303 ; prog 3)
12.40 Fundamentals of human geography : Economic and Environmental Impacts of Mining (D264 ; prog 3)
13.05 Oceanography : Project FAMOUS (S334 ; prog 2)
13.30 Ecology : Saltwater and the Bladder Tubes (S206 ; prog 2)
13.55 Linear mathematics : Growth and Decay (M201 ; prog 4)
14.20 Economics and education policy : The £500m Million Industry (ED322 ; prog 1)
14.45 Language development : Calling the Tune (PE332 ; prog 2)
15.10 Issues in "Miracles" at Lourdes (U202 ; prog 1)
15.35 Principles of chemical processes : Intramolecular Forces (ST285 ; prog 2)
16.00 Understanding Consumers : Contexts, Concepts and Sculpture (PE231 ; prog 2)
16.25 Twentieth century poetry : "Making it New"...
16.50 The Visual Arts (A306 ; prog 3)
Coastal and marine processes : case studies in earth sciences : Skye, The Field Evidence (S356 ; prog S33/4)

RADIO 3 (VHF)
8.55 Cognitive development : Language and thinking from birth to adolescence : Project Work and the Courses (E862 ; prog 8)
9.10 Economics and education policy : Economics and Policy Making (ED322 ; prog 1)
9.35 Patterns of inequality : Down with Equality (D302 ; prog 2)
9.55 Modern art from 1848 to the present : styles and social implications : Theories of Art : 7) Schiller (A351 ; prog 2)
7.15 Making sense of society : Wat Malthus Right? (D101 ; prog 5)
7.35 Contemporary issues in education : Spotlight (E200 ; prog 4)

RADIO 4 (VHF)
7.16 Genetics : Genetic Disease in Man (S299 ; prog 2)
7.35 Man's religious quest : A Hindu Testimony (AD304 ; prog 2)
7.55 The Enlightenment : Irony and "Tom Jones" (A304 ; prog 4)
8.16 An ageing population : Old Age in Poland (P252 ; prog 6)
8.35 Drama : Interpreting the 'Classics' (AA307 , programme 4)

RADIO 3 (VHF)
23.15 The rise of modernism in music 1890-1935 : New Tonalities (A308 ; prog 2)

Monday March 16

BBC 1
6.40 Genetics : Mutations and Mutants (S299 , prog 2)
7.05 Mathematics foundation course : Functions (M101 ; prog 4)
7.30 Systems organisation : the management of complexity : The National Theatre – Whose System is it? (T243 ; prog 1)

BBC 2
6.40 The Enlightenment : Bath – A Theatre for Pleasure or Intrigue (A304 ; prog 2)
7.05 Business economics : One-Stop Shopping (D324 ; prog 1)
7.30 Research methods in education and the social sciences : Living Statistics (DE304 ; prog 1)
10.50 Open 416-350 BC : The Agora of Athens (A302 ; prog 2)
17.15 The Nature of chemistry : Vibrational Spectroscopy and Molecular Geometry (S304 ; prog 7)

RADIO 3 (VHF)
8.55 Food production systems : World Food Resources (T273 ; prog 1)
9.15 Music Interlude
9.25 Elements of music : Introduction to Aural Training (1) (A241 ; prog 2)
9.45 Arts foundation course : Doing history : Art and Historian (A101, PA982 ; A10/6 & PA982/3)
10.10 An ageing population : Old Age in Poland (P252 ; prog 6)

RADIO 4 (VHF)
23.30 Physiology of cells and organisms : The Structure and Function of the Cell Nucleus (S321 , prog 2)
23.50 Contemporary issues in education : Spotlight (E200 ; prog 4)

Tuesday March 17

BBC 1
6.40 Biology : form and function : Cell Structure (S207 ; prog 4)
7.05 Science foundation course : Deep Sea Continent Pools (T241 ; prog 1)
7.30 Images and Illustration : Beyond the Eye (ST570 ; prog 2)

BBC 2
6.40 Reading development : Context, Concepts and Sculptures (PE231 ; prog 2)
7.05 Science foundation course : Electromagnetism : Rocks and Magnets (S101, SM352 ; prog S101/5)
7.30 History of mathematics : Number Now and Then (AM298 ; prog 1)
8.55 Systems performance : human factors and systems failures : Flight Failures (TD341 ; prog 2)
9.20 Modern art from 1848 to the present : styles and social implications : The Secret World of Odilon Redon (A351 ; prog 3)
17.15 Inorganic chemistry : concepts and case studies : What Makes a Reaction Go (S247 ; prog 3)

RADIO 3 (VHF)
8.55 Seventeenth century England : A changing culture : Portraiture : Part 1 (A203 , prog 3)
9.15 Science and belief : from Darwin to Einstein : From Design to Dissolution (A361 , prog 3)
9.40 The development of instruments and their music : The French Organ Tradition (A304 ; prog 2)
9.55 Patterns of inequality : Down with Equality (D302 ; prog 4)
10.15 Decision making in Britain : Governing Britain (D202 ; prog 5)
10.35 History of mathematics : The Diffusion of Numbers (AM289 ; prog 2)

RADIO 4 (VHF)
23.30 Elements of music : Introduction to Aural Training (1) (A241 ; prog 2)
23.50 Art and environment : Sounds Without Words (TAD296 ; prog 3)

Wednesday March 18

BBC 1
6.40 An introduction to sociology : The Monnies : Why John Why Dad? (D207 ; prog 2)
7.05 Physics and chemistry of the Earth After the Earthquake (S217 ; prog 2)
7.30 Graphs, networks and design : Telecommunication Networks (TM361 : prog 2)

BBC 2
8.40 Materials under stress : Man-Powered Flight – 2 (T351 , prog 3)
9.05 Man's religious quest : Pilgrimage in the Hindu Tradition (AD308 ; prog 9)
9.30 Arts foundation course : Doing history : Edinburgh Observed (A101, PA982 ; prog A101-5)
9.55 Art in Italy 1460-1560 : Riccio : Bronze Statuettes (A357 ; prog 2)
10.20 Introductory electronics : Frequency Response (T283 ; prog 2)

RADIO 3 (VHF)
8.55 Fundamentals of human geography : Dartmoor : Mining and Military (D304 ; prog 2)
9.15 Drama : Interpreting the 'Classics' (A307 ; prog 4)
9.35 History of architecture and design 1890-1939 : Tony Garnier's Cité Industrielle (A305 ; prog 5)

RADIO 4 (VHF)
22.30 Technology for teachers : Structure in Courses (PE727 ; prog 2)
23.50* History of architecture and design 1890-1939 : Tony Garnier's Cité Industrielle (A305 ; prog 5)

Thursday March 19

BBC 1
6.40 Seventeenth century England : a changing culture : Court Patronage (A203 ; prog 3)
7.05 Conflict and stability in the development of modern Europe c 1789-1970 : Engines of War (A399 ; prog 3)
7.30 Inorganic chemistry : concepts and case studies : What Makes a Reaction Go (S247 ; prog 3)

BBC 2
6.40 Surface and sedimentary processes : case studies in earth sciences : Borehole Logging (S355 ; prog S33/9)
7.05 Earth : Seven Cited Study (UJ01 ; prog 2)
7.30 Making sense of society : Guernsey Case Study (D101 ; prog 5)
8.00 Evolution : Origins (S364 ; programme 1)
17.15 An introduction to materials : Crystals (T251 ; prog 17)

RADIO 3 (VHF)
8.55 Schooling and society : Bowles and Gintis Programme 2 (E202 ; prog 2)
9.15 The Enlightenment : Irony and "Tom Jones" (A304 ; programme 4)
9.35 Twentieth century poetry : Making it New"...
9.55 The Visual Arts (A306 ; prog 3)
10.20 Coastal and marine processes : case studies in earth sciences : Skye, The Field Evidence (S356 ; prog S33/4)

RADIO 4 (VHF)
7.05 Physics and chemistry of the Earth After the Earthquake (S217 ; prog 2)
7.30 Graphs, networks and design : Telecommunication Networks (TM361 : prog 2)
8.15 Schooling and society : Bowles and Gintis Programme 2 (E202 ; prog 2)
8.35 Mathematics foundation course : Foundation Maths 2 (M101 ; prog 2)
22.45* Cognitive development : language and thinking from birth to adolescence : Project Work and the Course (E362 ; prog 8)
23.05 Biochemistry and molecular biology : Hormyad to the Macromolecule (S322 ; prog 2)
00.15* Environmental control and public health : Desalination – Yes or No (PT272 ; prog 2)

RADIO 4 (VHF)
22.30 Technology for teachers : Structure in Courses (PE727 ; prog 2)
23.50* History of architecture and design 1890-1939 : Tony Garnier's Cité Industrielle (A305 ; prog 5)

Friday, March 20

8.40 Inquiry : "Miracles" at Lourdes (U202 ; prog 1)
7.05 Language development : Calling the Tune (PE332 ; prog 3)
7.30 Language in use : Language in Context (E263 ; prog 2)

BBC 2
6.40 The nature of chemistry : Vibrational Spectroscopy and Molecular Geometry (S304 ; prog 7)
7.05 Mathematics foundation course : Introduction to Functions (M103 ; prog 4)
7.30 An introduction to calculus : Sin $(\theta + \beta)$ (MS283 ; prog 3)
8.50 Management and the school : Parents at School (E351 ; prog 2)
17.15 Materials under stress : Man-Powered Flight 2 (T351 ; prog 3)

RADIO 3 (VHF)
8.55 Risk : I Knew It All Along (U201 ; prog 2)
9.15 Man's religious quest : A Hindu Testimony (AD308 ; prog 9)
9.35 Personality and learning : Personality Assessment : The Single Case (E201 ; prog 4)
10.15 Images and information : Why Fourier? (S329 ; prog 2)
10.35 History of mathematics : The Diffusion of Numbers (AM289 ; prog 2)
22.55 Conflict and stability in the development of modern Europe c 1789-1970 : Politics of Confrontation (A309 ; prog 3)
00.15* Making sense of society : Guernsey Case Study (TM221 ; prog 3)
00.35* Physiology of cells and organisms : The Structure and Function of the Cell Nucleus (S321 , prog 1)

* repeated programmes

Courses

POST-GRADUATE DIPLOMA/MSc
TEACHING AND LEARNING IN HIGHER EDUCATION

The City University, Hatfield Polytechnic and University of Surrey jointly offer the Diploma. The course is part-time over five terms and meets on Wednesdays at City University (10.00-17.00 hours). It includes four two-day workshops. Successful completion of the Diploma can entitle members to undertake the part-time MSc, offered by Surrey University.

Further particulars from:
Miss D Gray, IET, University of Surrey, Guildford, Surrey. Tel: 0483 71281 ext 402

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Tel. 01-837 1234.

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Universities

AUSTRALIA

Applications are invited for the following posts, for which applications close on the dates shown. Salaries (unless otherwise stated) are as follows:— Senior Lecturer $A25,688-$A29,916. Lecturer $A19,132-$A26,132. Further details and application procedure may be obtained from The Association of Commonwealth Universities, (Appts.), 36 Gordon Square, London WC1H 0PF

Griffith University
School of Humanities
Applications are invited from qualified men and women for teaching positions in an interdisciplinary School of Humanities, in the areas outline below:

SENIOR LECTURER: AUSTRALIAN STUDIES
The appointee will have teaching and/or research interests in the literature, culture, politics and economy of Australia from 1880, and will join a teaching team which adopts a synoptic approach to studying crucial aspects of Australian society, and considers the methodological problems arising from such an approach.

LECTURER: COMPARATIVE LITERATURE
The appointee will primarily be involved in the teaching of a group of interdisciplinary courses in literature and history, concerned with nineteenth and twentieth century culture in Europe, Australia and America.

LECTURER: SOCIAL SCIENCE
The appointee will have well developed teaching and/or research interests in one of the areas of contemporary comparative/historical/macro sociology or political economy, and will contribute to and develop interdisciplinary courses.

LECTURER: SOCIOLOGY/ ANTHROPOLOGY
The appointee will have well developed teaching and/or research interests in the comparative analysis of cultural and symbolic systems in contemporary societies.

Whilst in each case the appointee's primary teaching responsibilities will be as outlined above, staff of the School are also expected to contribute from time to time in the School's single interdisciplinary Foundation Year Programme, and in the Honours programme.

Qualifications: Normally a higher degree in an appropriate area from a recognised university.

The successful applicants may take up the positions in November 1981 *or April 1982.*

Applications close on 15 May 1981.

THES1

The Flinders University of South Australia

LECTURER IN SOCIAL ADMINISTRATION

School of Social Sciences
Candidates should be qualified to teach in research design and methodologies in social policy, planning and welfare programme implementation and evaluation. Informal enquiries may be directed to the Professor of Social Administration, Professor R. G. Brown, in the University.

An appointment will not be made above the sixth level of the salary scale: viz. $A22,418.
31 March 1981

La Trobe University Melbourne

LECTURER — DEPARTMENT OF LEGAL STUDIES

School of Social Sciences
The Department of Legal Studies forms part of the School of Social Sciences and offers courses leading to a B.A. in conjunction with the Departments of Politics, Sociology, Economics, History and other related disciplines. It also has compulsory subjects in all Accounting degrees.
The degree of M.A. and Ph.D. The degrees granted by the Department are not a qualification for the practice of law, and the emphasis in the curriculum and in the research done within the Department is upon the role of law in society.
Applicants should possess either a good legal qualification combined with a substantial interest in another discipline, or a good qualification in another discipline combined with a substantial interest in law-related matters. Relevant professional experience and tertiary teaching experience will also be taken into account.
30 April 1981

UNIVERSITY OF NEWCASTLE UPON TYNE

The Departments of Law and Economics

SOCIAL SCIENCE RESEARCH COUNCIL — POSTGRADUATE STUDENTSHIP IN LAW AND ECONOMICS

Applications are invited from suitable candidates qualified or about to qualify in Economics or Law or Economics and Law for one Two-Year S.S.R.C. Postgraduate Studentship tenable at the University of Newcastle upon Tyne from 1st October, 1981.

Further particulars concerning this Studentship are available from Professor A.I. Ogus, Department of Law, University of Newcastle upon Tyne, NE1 7RU, to whom applications together with the names of two referees, should be sent before 10th April, 1981.

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

LECTURESHIP IN FRENCH

Applications are invited for the above temporary vacancy in the Department of European Studies, tenable from October 1981 for three years. Good academic qualifications and a high level of written and spoken French are essential, together with research interest in some aspect of modern French language/culture. Salary within the lower half of the scale £5,505—£11,373 (under review). Requests for further details and application form to Paul Johnson, Establishment Officer, ref. RL/9 81/1.

Loughborough *Leicestershire*

THES1

THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY MATHESON LIBRARY

CHIEF CATALOGUER (Senior Assistant Librarian 1/11)

Applications are invited for the position of Chief Cataloguer in the University Library. The successful applicant will be responsible to the University Librarian for the organisation and administration of the cataloguing section. Training of national staff will be an important aspect of the work.

Applicants should be professionally qualified graduates with at least five years experience in the cataloguing department of an academic library. Previous supervisory experience is essential. Experience in academic libraries in developing countries is desirable.

Salary scale: K13425-K17125 (K = £Stg. 0.6832).

Further particulars of the post and the University may be obtained on request.

The initial period contract will be for 3 years. Other benefits include a gratuity of 24% taxed at 2%, appointment, repatriation and leave fares for the staff member and family after 18 months of service, settling-in and out allowance, six weeks paid leave per year, education fares and assistance towards school fees, free housing. Salary continuation and medical benefit schemes are available.

Applications including particulars of age, nationality, marital status, family, qualifications, experience, and the names and addresses of three referees, should be sent to:

The Registrar,
Papua New Guinea University of Technology,
PO Box 793
Lae,
Papua New Guinea

by 10 April 1981.

Applicants resident in the United Kingdom should also send one copy of application to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

THES1

THE UNIVERSITY OF NEW ENGLAND
Australia

Professor of Classics

Applications are invited for the Chair of Classics, which became vacant on 1st January 1981 with the retirement of Professor J.H. Bishop. The appointee will serve as Head of the Department of Classics and Ancient History for a period of five years in the first instance.

Applicants should have appropriate qualifications, teaching experience and research interests in the fields of Latin and of Classical Greek.

The Department offers courses in Latin, Classical Greek, Ancient History and Modern Greek for both internal and external students. Some courses in Classical Literature in Translation are offered for internal students.

The current professorial salary is $A40,067 per annum. The University will pay travel expenses for the appointee and family to Armidale, together with reasonable removal expenses. Other benefits include superannuation (FSSU pattern or N.S.W. State Superannuation Scheme) and assistance in obtaining finance for building or buying a home. The appointee will be eligible to apply for Study Leave with appropriate travel grants.

Full particulars can be obtained from the Staff Officer, The University of New England, Armidale, New South Wales, 2351, Australia, with whom applications, which should include the names and addresses of three referees, close on 15 May, 1981. Position No. 4387.

Informal enquiries may be directed to the Chairman of the Academic Board, Professor J.S. Nelson in the University.

Applicants in the United Kingdom and Europe should also forward an additional copy by the same date, to the Secretary General, Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

CAMBRIDGE INSTITUTE OF EDUCATION

Applications are invited for the post of

TUTOR IN SCHOOL ORGANISATION AND MANAGEMENT

From September 1981 or January 1982. The Institute is a centre for in-service education and educational research. The tutor will be involved in teaching in the Advanced Diploma programme, both full and part-time, in teaching or supervising research for higher degrees, in other in-service activities and research; applicants should have had teaching experience in middle or secondary schools.

Salary in the University Lecturer range £7,725/£12,270 (under review). *Application forms and further particulars may be obtained from:*

The Director's Secretary,
Cambridge Institute of Education,
Shaftesbury Road, Cambridge CB2 2BX.
Closing date: 3 April 1981

THES1

UNIVERSITY COLLEGE DUBLIN

Assistant Lecturer/College Lecturer in Agricultural Extension

Applications are invited for an academic appointment at the level of either Assistant Lecturer or College Lecturer in the Department of Agricultural Extension.

Candidates should have a minimum qualification of a Master's Degree in one of the following areas: Agricultural Extension, Rural Sociology or Education. Duties to include teaching at both undergraduate and postgraduate levels, the supervision of postgraduate research projects and participation in in-service training programmes. Experience in teaching, research and/or field work will be considered an asset.

The current salary scales:-

Assistant Lecturer: £5,911 - £9,536
College Lecturer; £9,175 - £13,025

Entry point on the relevant scale will be in accordance with qualifications and experience. There is a non-contributory pension scheme.

Prior to application, further information (including application procedure) should be obtained from the Secretary and Bursar, University College, Belfield, Dublin 4. Telephone enquiries: 693344, ext. 431.

The closing date for receipt of completed applications is Thursday, 2nd April, 1981.

THESUNIS1

Southampton THE UNIVERSITY

GEOGRAPHY DEPARTMENT

Applications are invited for the post of Lecturer in the Department of Geography. Candidates should have a degree in Geography and a special interest in remote sensing and its application to land resources.

Salary on scale £5,505 × £376 (16) — £11,575 per annum (under review). The initial salary will depend on qualifications and experience but will be within the first seven points of the scale (£5,505–£7,726).

Further particulars may be obtained from Mrs. E. C. P. Sears, Staffing Department, University of Southampton, Highfield, Southampton SO9 5NH to whom applications (7 copies) should be sent not later than Friday, 3 April, 1981. Please quote reference 1847/A.

THES1

CRANMER HALL THEOLOGICAL COLLEGE
(A part of St. John's College, University of Durham)

Required for October 1981

TUTOR IN ETHICS & RELATED SUBJECTS

This is a new post arising from expansion of numbers and courses. It offers an exciting opportunity for the right candidate to develop his/her own subject and interests; applicants should indicate the range of their teaching/research interests other than in Ethics. Some parish experience could be useful.

Open to men and women, lay or ordained.

Applications, together with curriculum vitae and the details of three referees, by 21st April, 1981 to The Principal, St. John's College, Durham, from whom further particulars may be obtained.

THES1

BRADFORD UNIVERSITY

ADMINISTRATIVE ASSISTANT in the SENIOR REGISTRY AND DIRECTOR OF STUDENT SERVICES

Applications are invited from graduates for appointment as Administrative Assistant to the Senior Registry and Director of Student Services. The duties of the post relate to a wide range of services including the planning and management of accommodation, vacation conference activity, catering, security, and student welfare services.

The post is graded UAPA 4a/5a at £9,005 p.a. (under review) and the salary on appointment will reflect the age and previous experience of the successful applicant.

Applications from persons with particular interests and potential for experience in this area of university administration will be especially welcomed. They should be received as soon as possible and in any event not later than Friday, 27th March 1981 to the Personnel Officer, University of Bradford, from whom application form and further details may be obtained. Please quote ref. SRA/A/781.

THES1

BRADFORD
THE UNIVERSITY OF

LECTURESHIP IN MEDICAL SCIENCE

Applications are invited for a lectureship in Medical Science. Preference will be given to candidates who will be able to contribute to the teaching of Biochemistry or would be in a position to develop research in Biochemistry in the second and third parts of the Medical Tech course in Medical Science.

Closing date for receipt of completed applications (under review) 24th April 1981. Salary within the range £5,505 to £11,575 per annum according to age, qualifications and experience.

Application forms and further particulars may be obtained from the Registrary, quoting Reference No. 2/78/THE.

Closing date for applications March 27, 1981.

THES1

OXFORD
THE UNIVERSITY

DEPARTMENT OF ENGINEERING SCIENCE

RESEARCH ASSISTANT IN CONTROL ENGINEERING

Applications are invited for a three-year appointment in the field of research appointment in the field of research concerned with the application of computer control to industrial processes. Candidates should have a Ph.D. in Control Engineering or Mathematics or equivalent experience. Salary and its application in the range £6,505 to £9,535 per annum, according to qualifications and experience, on Departmental scale, Superannuable.

Applications, with curriculum vitae and the names of two referees, should be sent to the Administrative Secretary, Department of Engineering Science, 19 Parks Road, Oxford OX1 3PJ. Quote ref. No. 1/81.

Closing date 31st March, 1981.

THES1

OXFORD
LADY MARGARET HALL

LECTURER IN ENGLISH

The Delegates propose to appoint a Lecturer in English to succeed Dr. Jean Hall on her retirement in October 1981. The Lecturer will be expected to contribute to the teaching of English Literature from the Middle Ages to the present day, and to undertake research in a field related to the period of specialisation.

Further particulars may be obtained from Mrs. Margaret Hall, Lady Margaret Hall, Oxford OX2 6QA, to whom applications (including a curriculum vitae and the names of three referees) should be sent by April 17, 1981.

THES1

HONG KONG
UNIVERSITY OF

LANGUAGE CENTRE

LECTURER/SENIOR LECTURER/ LANGUAGE (Re-advertisement)

Applications are invited for 3 posts of Lecturer/Senior Lecturer in the Language Centre. Candidates should have a good honours degree and preferably a higher degree in Linguistics, Applied Linguistics or Language Teaching. Experience in teaching Chinese as a second language is desirable.

Salary scale: Lecturer HK$90,780 × 5,280–126,060 (£1 = HK$12.00 approximately) with allowances on qualification and marriage.

Gratuity at 20% of salary payable on completion of each agreement period. Provident fund at 7½% of salary. Annual leave passages and housing allowance are provided.

Further particulars and application forms may be obtained from the Registrar, University of Hong Kong, Pokfulam Road, Hong Kong, to whom completed forms should be returned.

The closing date for applications is May 31, 1981.

THES1

UNIVERSITY COLLEGE DUBLIN

Assistant Lecturer/College Lecturer in Agricultural Extension

Applications are invited for an academic appointment at the level of either Assistant Lecturer or College Lecturer in the Department of Agricultural Extension.

Candidates should have a minimum qualification of a Master's Degree in one of the following areas: Agricultural Extension, Rural Sociology or Education. Duties to include teaching at both undergraduate and postgraduate levels, the supervision of postgraduate research projects and participation in in-service training programmes. Experience in teaching, research and/or field work will be considered an asset.

The current salary scales:-

Assistant Lecturer: £5,911 - £9,536
College Lecturer; £9,175 - £13,025

Entry point on the relevant scale will be in accordance with qualifications and experience. There is a non-contributory pension scheme.

Prior to application, further information (including application procedure) should be obtained from the Secretary and Bursar, University College, Belfield, Dublin 4. Telephone enquiries: 693344, ext. 431.

The closing date for receipt of completed applications is Thursday, 2nd April, 1981.

THESUNIS1

UNIVERSITY COLLEGE DUBLIN

Assistant Lecturer/College Lecturer in Agricultural Extension

Applications are invited for an academic appointment at the level of either Assistant Lecturer or College Lecturer in the Department of Agricultural Extension.

Candidates should have a minimum qualification of a Master's Degree in one of the following areas: Agricultural Extension, Rural Sociology or Education. Duties to include teaching at both undergraduate and postgraduate levels, the supervision of postgraduate research projects and participation in in-service training programmes. Experience in teaching, research and/or field work will be considered an asset.

The current salary scales:-

Assistant Lecturer: £5,911 - £9,536
College Lecturer; £9,175 - £13,025

Entry point on the relevant scale will be in accordance with qualifications and experience. There is a non-contributory pension scheme.

Prior to application, further information (including application procedure) should be obtained from the Secretary and Bursar, University College, Belfield, Dublin 4. Telephone enquiries: 693344, ext. 431.

The closing date for receipt of completed applications is Thursday, 2nd April, 1981.

THESUNIS1

Universities continued

CARDIFF
UNIVERSITY COLLEGE

LECTURER AND TEMPORARY LECTURER (1 YEAR)

Applications are invited for the above two posts in RELIGIOUS STUDIES. Duties to commence October 1, 1981. Salary Range £5,505 to £11,575 p.a.

Applications for both posts (5 copies) together with the names and addresses of two referees should be forwarded to the Vice-Principal (Administration) (email Registrar), University College, P.O. Box 78, Cardiff CF1 1XL, from whom further particulars are available. Closing date April 8, 1981. Ref: 9183.

H1

CAMBRIDGE
GIRTON COLLEGE

LECTURESHIP IN GERMAN

The college proposes to appoint a LECTURER IN GERMAN from October 1, 1981 for three years. The college's teaching need is in German literature after 1750. The person appointed will be elected into an Official Fellowship.

It is envisaged that the lecturer will teach 10 hours a week for Trinity College and six hours a week for Trinity College. The lecturer would be appointed to a Lectureship at Trinity College.

Applications (six copies) should be submitted to the Secretary to the Council (from whom further particulars may be obtained) by March 31, 1981 and should include a curriculum vitae which shows the applicant's qualifications and experience, the names of two referees and include a statement of current research work.

H1

KEELE
THE UNIVERSITY OF

TEMPORARY LECTURER IN CLASSICS

Temporary lecturer in Classics required for session 1981-82 in deputies for a number of staff on Sabbatical leave. Main duties involve lecture and tutorial courses on history and on literature in translation in the Greek Studies curricula at Honours and Subsidiary level. Opportunity to contribute to other courses and to take classes reading Greek and Greek texts.

Salary on first three points of Lecturer's scale (£5,505 to £6,945 p.a.) with membership of University Superannuation Scheme. Application forms and further particulars from the Registrar, The University, Keele, Staffs ST5 5BG, to whom completed forms should be returned by March 31, 1981.

H1

LIVERPOOL
THE UNIVERSITY OF

DEPARTMENT OF MODERN HISTORY

Applications are invited for the post of LECTURER from candidates working in the field of North American History.

Initial salary within the range of £5,505 to £9,535 per annum on a scale rising to £11,575 per annum.

Applications, together with the names of three referees, should be received not later than April 14, 1981, to The Registrar, The University, P.O. Box 147, Liverpool, L69 3BX, from whom further particulars may be obtained. Please quote Ref. RV/7157/THES.

H1

LEEDS
UNIVERSITY OF
SCHOOL OF ENGLISH

O.U.P. LEXICAL RESEARCH UNIT

Applications are invited for a post of RESEARCH ASSISTANT in the above Unit, which was set up in 1980 with the support of the Oxford University Press for a period of ten years to create a corpus of present-day English. The successful applicant will be appointed initially for up to two years. Applicants should have a good Honours degree in Linguistics or an equivalent qualification and experience, and should be interested in computational linguistics, or in the use of computers in the analysis of English Language.

Salary on the 1S scale for Research Assistants (£4,740 to £8,280 under review) according to age, qualifications and experience.

Application forms and further particulars may be obtained from the Registrary, The University, Leeds LS2 9JT, quoting Reference No. 2/78/THE.

Closing date for applications March 27, 1981.

H1

OXFORD
THE UNIVERSITY

DEPARTMENT OF ENGINEERING SCIENCE

RESEARCH ASSISTANT IN CONTROL ENGINEERING

Applications are invited for a three-year appointment in the field of research concerned with the application of computer control to industrial processes. Candidates should have a Ph.D. in Control Engineering or Mathematics or equivalent experience. Salary and its application in the range £6,505 to £9,535 per annum, according to qualifications and experience, on Departmental scale, Superannuable.

Applications, with curriculum vitae and the names of two referees, should be sent to the Administrative Secretary, Department of Engineering Science, 19 Parks Road, Oxford OX1 3PJ. Quote ref. No. 1/81.

Closing date 31st March, 1981.

THES1

OXFORD
LADY MARGARET HALL

LECTURER IN ENGLISH

The Delegates propose to appoint a Lecturer in English to succeed Dr. Jean Hall on her retirement in October 1981. The Lecturer will be expected to contribute to the teaching of English Literature from the Middle Ages to the present day, and to undertake research in a field related to the period of specialisation.

Further particulars may be obtained from Mrs. Margaret Hall, Lady Margaret Hall, Oxford OX2 6QA, to whom applications (including a curriculum vitae and the names of three referees) should be sent by April 17, 1981.

THES1

SALFORD
THE UNIVERSITY OF

DEPARTMENT OF ORTHOPAEDIC MECHANICS

LECTURESHIP IN BIOMEDICAL ENGINEERING

Applications are invited from Electrical or Mechanical Engineering Graduates with research experience in Biomedical Engineering. Medical Physics applicants will also be considered. Candidates should have a particular interest in the application of Engineering Techniques to Orthopaedics.

This is regarded as a Senior post within this newly established department for a person with considerable Biomedical engineering experience. Activities of the department include Research, Teaching and Clinical Services within the Salford Area Health Authority.

Salary scale within the range £6,505 to £11,575 (under review), USS Benefits.

Further particulars and application forms are obtainable from the Registrar, University of Salford, Salford M5 4WT. Tel: 061-736 6543 Ext. 219 to whom completed applications should be returned by April 3, 1981 quoting reference number CMA/THES.

H1

SHEFFIELD
THE UNIVERSITY OF

Applications are invited for the post of HEAD OF THE DEPARTMENT OF LINGUISTICS and DIRECTOR OF THE LANGUAGE LABORATORIES. The duties of the Head of Department will include a large measure of responsibility for a course in speech science leading to the degree of Bachelor of Medical Science (Speech).

The research interests of applicants should fall within the broad area of general linguistics, and not necessarily be confined to part of the department's present activities.

The appointment will be at Senior Lecturer level. Salary scale £11,185 to £12,030 per annum, or Reader £12,030 to £13,071 a year on Head of a Department. Particulars from the Registrar and Secretary, the University, Sheffield S10 2TN, to whom applications (7 copies) should be sent by April 13, 1981. Quote ref. RS68/01.

H1

SHEFFIELD
THE UNIVERSITY OF

ASSISTANT ACCOUNTANT

Applications are invited from qualified accountants who possess good managerial experience in a large organisation for the post of Assistant Accountant in the Finance Department.

The duties of the post fall wholly within the area of Management Accountancy and will be particularly concerned with budgetary allocation and control, together with financial planning and budgetary projection.

Initial salary according to qualifications and experience in the Range £9,250 to £11,575 a year (subject to review) on Grade 11 for Administrative Staff.

Full particulars and application forms can be obtained from the Director of Finance, The University, Sheffield S10 2TN. Closing date for applications is March 30, 1981. Quote ref. RS64/01.

H1

STIRLING
THE UNIVERSITY OF

PROFESSOR OF ACCOUNTANCY

The University is seeking to fill its second Chair in Accountancy after September, 1981 on the retirement of Professor J.A.S. Risk, BCom, PhD, CA, FCMA, CBIM.

Teaching in the department spans all areas of financial and managerial accounting and includes auditing, management information systems, finance and taxation.

The second professor will be expected to assist the Head of Department, Professor D.R. Peto, MA, PhD, FCA, CPA, in further developments of research and postgraduate programmes.

The appointment will be made within the professorial range £14,975 to £16,755 – under review.

SENIOR LECTURER/ LECTURER in ACCOUNTANCY

Applications are invited from suitably qualified persons.

The Accounting Group within the Department consists of ten professors, one senior lecturer and nine lecturers. Members of the Department are actively encouraged to pursue their research interests. Salary ranges: Senior Lecturer £11,185 to £12,030; Lecturer £8,505 to £11,575 (both under review).

Persons with appropriate qualifications and experience are invited to apply by April 14, 1981 with full curriculum vitae and the names of three referees (one only for the B.A.) to the Secretary (THES), University of Stirling, Stirling FK9 4LA, from whom further particulars are available.

H1

Fellowships and Studentships

QUEEN MARY COLLEGE
UNIVERSITY OF LONDON

DEPARTMENT OF GEOGRAPHY

SERC LINKED RESEARCH STUDENTSHIPS

Applications are invited for Two SERC Research Studentships in Population Geography leading to the degree of Ph.D. The awards, tenable for up to three years, are linked to the following projects:

(i) Immigration and demographic change in Western Europe, under the supervision of Dr. P.E. Ogden.

(ii) Geographical aspects of health care under the supervision of Dr. R.J. Johnston, M.C.D. Kyle and Dr. T.J. Woods.

The successful applicants will join an existing group engaging in a stimulating research environment. They should have or expect to obtain at least an Upper Second Class honours degree in a discipline or field related to the project in question.

Further details and application forms from: Professor D.R. Smith, Department of Geography, Queen Mary College, Mile End Road, London E1 4NS.

H2

LIVERPOOL
THE UNIVERSITY OF

DEPARTMENT OF POLITICAL THEORY AND INSTITUTIONS

SSRC QUOTA AWARDS

Applications are invited for SSRC Studentships, tenable from October 1, 1981, to pursue post-graduate research in politics leading to the degree of M.Phil or Phil by thesis.

Candidates should have a first degree in politics or closely related subjects. For one of the studentships, preference will be given to students wishing to do research in public policy.

Further details can be obtained from The Registrar, The University, PO Box 147, Liverpool L69 3BX. Quote ref. RV/726/THES.

H2

OXFORD
THE UNIVERSITY OF

DEPARTMENT FOR EXTERNAL STUDIES

ARCHAEOLOGY IN-SERVICE TRAINING SCHEME 1981-82

Applications are invited for the Archaeology In-Service Training Scheme. Ideally applicants should already have experience in British archaeology and intend to make a career in field archaeology.

Further details and application forms available from the Archaeology Secretary, Oxford University Department for External Studies, Rewley House, 3-7 Wellington Square, Oxford OX1 2JA.

OXFORD
ST. HILDA'S COLLEGE

GRADUATE STUDENTSHIPS

The College will offer a number of GRADUATE STUDENTSHIPS for 1981/2 worth £150, tenable for one year and well qualified women graduates applying for all post-graduate degrees and diplomas and for the B.A.

For information, apply to the College Secretary whom applications should reach by June 1, 1981

JACOB AND HILOSHANA SCHREIBER

FELLOWSHIP IN MODERN JEWISH STUDIES

The Oxford Centre for Postgraduate Hebrew Studies invites applications for the above fellowship in connection with University Teaching Appointments initially for 3 years. Fellows will be involved in lectures to undergraduates and to teach on at least one of the fields specified for the Oxford University M.Phil in that subject.

The Fellow will be expected to take some part in the Centre's administration. Evidence of scholarly attainment or promise must be provided. Preference may be given to candidates under 35, and/or with university teaching experience. Appointment initially for 3 years, renewable will be considered for non-stipendiary Research Fellowship at St. Cross College for duration of Fellowship.

Remuneration on Oxford University Lecturer scale.

Applications including curriculum vitae, list of publications and names and addresses of 3 academic referees should be sent to The President, Oxford Centre for Postgraduate Hebrew Studies, 40 St. Giles', Oxford, by May 1, 1981.

H2

ROYAL NORTHERN COLLEGE OF MUSIC

IDA CARROLL RESEARCH FELLOWSHIP

Applications are invited for the first award of the Ida Carroll Research Fellowship for one year from September 1981.

This fellowship is valued at £2,800 and exists to enable postgraduates of outstanding ability to undertake periods of advanced study with a view to perfecting their skills and scholarship.

Please apply to Dean of Postgraduate Studies, Royal Northern College of Music, 124 Oxford Road, Manchester M13 9HD enclosing curriculum vitae and study proposals.

Closing date for applications April 30 1981

H2

Polytechnics

Faculty of Human Sciences
Department of Psychology — Three Mills Annexe, Stratford, London E15.

Principal Lecturer in Psychology

Applications are invited for the post of Principal Lecturer in Psychology. The person appointed will be Course Tutor of the M.Sc in Educational Psychology, and contribute to other areas in Psychology. Qualifications must include Postgraduate qualification in Educational Psychology, plus relevant experience. This post is available from September 1981.

Salary scale: Principal Lecturer £10,509 p.a.-£13,245 p.a.
(plus applicable London Allowance)

Interested persons are invited to write or telephone for further details and an application form from the undermentioned address, quoting reference number: RS7/2/80

The Polytechnic Personnel Office (2), Astra House, 168-184 High Road, Chadwell Heath, Romford, Essex. 01-590 7722 Ext. 3121 & 2135.

Closing date: 31st March 1981.

NELP North East London Polytechnic

The POLYTECHNIC WOLVERHAMPTON

Faculty of Art and Design

Applications are invited for the following post:

Visual Communication
Head of Department
(Grade V) £12,942—£14,382

The Department is responsible for BA (Hons) Graphic Design with options in Typography and Photography and servicing other courses — BA(Hons), BEd and Foundation in the Faculty.

Further details and application form available from 'Personnel' The Polytechnic, Wolverhampton, WV1 1SB.

Tel: (0902) 710664 (24 hr. Answphone)

THES3

SUNDERLAND POLYTECHNIC

FACULTY OF HUMANITIES
DEPARTMENT OF SOCIAL SCIENCES

LECTURER II/SENIOR LECTURER IN PSYCHOLOGY

Salary scale:
Lecturer II £8,910 to £9,882
Bar £9,100 per annum
Senior Lecturer £11,085 to £11,500 per annum

Applications are invited from candidates with interests in the broad area of organisational and occupational psychology to contribute to the teaching of behavioural sciences on a number of degree programmes, courses for the Diploma in Management Studies and to further develop the research and consultancy activities of the psychology unit within the Social Sciences Department.

Applicants should have a degree in which Psychology has been studied as a major subject, and research or consultancy experience in organisational, industrial psychology, or in an allied area of social psychology.

An application form and further particulars may be obtained from Personnel Officer, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland SR2 7EE. Closing date March 26, 1981.

H2

OXFORD POLYTECHNIC

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATION

SENIOR LECTURER or LECTURER II in ART AND DESIGN (Professional Studies in Teacher Education)

Applications are invited from well qualified individuals with several years' experience of work in schools to teach Art and Design education courses which include the Primary and Middle School age range.

Salary: Senior Lecturer £9,885 to £11,685. Lecturer II £8,910 to £9,882. Transfer from Lecturer II to Senior Lecturer is subject to satisfactory re-interview.

Applications, including the names of three referees, should be sent to the Head of the Department of Education, Oxford Polytechnic, Lodge, Gipsy Lane Campus, Headington, Oxford OX3 0BP, from whom further particulars and application forms may be obtained.

H2

Colleges of Technology

DUNDEE COLLEGE OF TECHNOLOGY

SENIOR LECTURESHIP (A) IN COMPUTING

(Department of Mathematics & Computer Studies)

The person appointed will be required to undertake the development of computing as a major discipline in the college's BSc (Hons) degree in Science. Applicants should have suitable academic qualifications, teaching, research and/or industrial experience.

Salary Scale: Senior Lecturer (A) scale £10,608—£11,697 (Bar — £13,281 with initial placing depending upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application form may be obtained from the Personal Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, with whom applications should be lodged not later than 27 March, 1981.

THES3

Colleges of Higher Education

RICHMOND COLLEGE
The American International College of London

Lecturer II in Business Administration

Applications are invited for the above post which is being created because of the expansion of the College's programmes. The position will be available from 1 September 1981.

Richmond College has campuses on Richmond Hill and in Kensington. 500 students are currently enrolled in a variety of programmes leading to the B.A. degree.

The successful candidate will be expected to teach across a broad range of subjects, with scope for advanced work in an area of specialism.

Candidates must present at least a Master's Degree in a relevant discipline and appropriate teaching experience.

Application should be made in writing to:

Dr. Robert E. Kuehn,
Richmond College, Queen's Road,
Richmond, Surrey TW10 6JP.

Applicants should include with their letter a full curriculum vitae and the names of two referees. Salary on the Burnham Lecturer II scale (£6,012-£9,702 plus Outer London Allowance).

Applications close on April 1, 1981.

THES3

Adult Education

WESTMINSTER
ADULT EDUCATION SERVICE
CENTRE

DIRECTOR, required September, to coordinate and direct adult religious education, diocese of Westminster. Appointment initially for one year.

Applications to WAIRE, 23 Kensington Square, London W8 5HN, not later than March 31, 1981.

H13

Personal

IMMEDIATE ADVANCES
£100 to £20,000
Written terms on request
REGIONAL TRUST LTD
51 Dover Street, Piccadilly
London W1A 4HT
Phone : 01-491 2934

THAMES POLYTECHNIC
SCHOOL OF CIVIL ENGINEERING

LECTURER II

Candidates should hold an Honours Degree in Civil Engineering with several years professional experience and have satisfied the requirements for membership of the U.K. Institution. The successful candidate will teach and develop research in construction practice and materials for structural and civil engineering work. An interest in production would be an advantage. Consultancy and personal research are encouraged.

Salary scale. £8,771 to £10,401 inclusive

Further particulars and application form from the Staffing Officer, Thames Polytechnic, Wellington Street, London SE18 6PF, to be returned by 21 March 1981

H3

BRIGHTON POLYTECHNIC
DEPARTMENT OF ART HISTORY

PRINCIPAL LECTURER HISTORY OF 20TH CENTURY DESIGN

Salary scale:
Lecturer II £8,910 to £9,882
Bar £9,100 per annum
Senior Lecturer £11,085 to £11,500 per annum

Applications are invited from candidates with interests in the broad area of organisational and occupational psychology to contribute to the teaching of behavioural sciences on a number of degree programmes, courses for the Diploma in Management Studies and to further develop the research and consultancy activities of the psychology unit within the Social Sciences Department.

Applicants should have a degree in which Psychology has been studied as a major subject, and research or consultancy experience in organisational, industrial psychology, or in an allied area of social psychology.

An application form and further particulars may be obtained from Personnel Officer, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland SR2 7EE. Closing date March 26, 1981.

H2

NORTH STAFFORDSHIRE POLYTECHNIC
College Road, Stoke on Trent.

SENIOR ACADEMIC ADMINISTRATIVE OFFICER

Applications are invited for the newly created post of Senior Academic Administrative Officer in the Academic Registrar's section of the Polytechnic administration.

The postholder will be directly responsible to the Academic Registrar for the development and maintenance of academic administrative work within the following areas:—

Committee servicing, Course Validation and Monitoring, Course Development, Examination Boards and Academic Administration and Supervision.

Applicants should be Honours Graduates with substantial experience of education administration, preferably in an institution of higher education.

Salary: SO1 Grade £7,632—£8,139 per annum with effect from 1.4.1981.

This is a re-advertisement and previous applicants will automatically be reconsidered.

Application forms and further particulars can be obtained from: The Personnel Officer, North Staffordshire Polytechnic, College Road, Stoke on Trent, ST4 2DE. Telephone: S.o.T. (0782) 45531.

Closing date: 23.3.1981

THES3

Colleges of Higher Education continued

NIHE
NATIONAL INSTITUTE FOR HIGHER EDUCATION DUBLIN

The Institute is the most recently established higher education institution in Ireland, having enrolled over 200 students in six first degree courses in Autumn 1980. A major building will be ready for occupation in Summer 1981 and further phases are being planned. Each member of staff will have a significant input in the planning and development of this expansion programme. Applications are invited for the following appointments:-

Head of School of Mathematical Sciences

Lecturer in Mathematical Sciences

Candidates will be expected to be well qualified academically; they should also have significant industrial, business, academic or research experience.
Salary Scale: Head of School: £11,893 - £15,731.
Lecturer: £ 9,569 - £14,239.
Application forms and further details are available from: The Personnel Office, National Institute for Higher Education, Glasnevin, Dublin 9, Ireland. Telephone: Dublin 373631/372691.

NORTH YORKSHIRE COUNTY COUNCIL
SCARBOROUGH
NORTH RIDING COLLEGE OF EDUCATION

Applications are invited for the following four appointments from September 1st 1981 in a College which is concerned principally with Teacher Education:

LECTURERS/SENIOR LECTURERS
in
RELIGIOUS EDUCATION
EDUCATIONAL STUDIES
DRAMA
ENGLISH

Salary £6,012-£11,295 p.a., depending on experience.

Further particulars and application forms available from The Principal (Appointments), North Riding College of Education, Filey Road, Scarborough YO11 3AZ. Closing date for receipt of applications Friday, 27th March, 1981. THES8

CANTERBURY
CHRIST CHURCH COLLEGE OF HIGHER EDUCATION

Applications are invited for the post of SENIOR LECTURER IN EDUCATIONAL BROADCASTING.

Applicants will be required to teach to Honours degree level the theory and production of radio and to make a major contribution to the teaching of Educational Broadcasting. Candidates should have a sound knowledge of Educational as well as specialised knowledge of the historical development of radio and radio criticism. Practical production experience in professional radio is essential. An ability to contribute to the existing curriculum work in Education-al Technology would be an advantage.

In addition to the BA in Radio, Film and Television Studies with Education-al Broadcasting or Media, the college offers HA and BSc degrees in other subjects, the BEd degree, PGCE, ad-vanced Diplomas and higher degrees in Education.

Salary: Lecturer II/Senior Lecturer £6,018 to £11,295 p.a.

For further details please write to Mrs. Jean Long, College Secretary to whom applications should be sent not later than Friday, April 3, 1981. 116

HARROW
COLLEGE OF HIGHER EDUCATION
Northwick Park, Harrow, Middx.

FACULTY OF BUSINESS AND MANAGEMENT
School of Management & Professional Studies

LECTURER II in ACCOUNTANCY AND RELATED STUDIES

Required from September 1, 1981 to teach to final professional level. Degree and/or professional qualification is essential and previous teaching experi-ence desirable.

Salary Scale: Lecturer II £6,018 to £8,703 plus London Weighting £768 p.a.

Application forms are available on request and should be returned to the Principal within fourteen days of the appearance of this advertisement at Harrow College of Higher Education, Northwick Park, Harrow HA1 3TP, Middx. Tel: 01-864 5422 ext. 233. 118

CHELTENHAM
THE COLLEGE OF ST. PAUL AND ST. MARY
DEPARTMENT OF GEOGRAPHY AND GEOLOGY

Applications are invited for the post of LECTURER IN ECONOMIC GEOLOGY to com-mence on September 1, 1981

Application forms and further par-ticulars may be obtained from the Principal's Secretary, The College of St. Paul and St. Mary, The Park, Cheltenham, Gloucestershire GL50 2RH (telephone 0242 513468). Applications must be received by Friday, April 3, 1981. 119

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

WRETTENHALL COLLEGE OF HIGHER EDUCATION
Affiliated to the University of Leeds

TUTOR IN DANCE
Salary: Lecturer Senior Lecturer
£6,018 - £9,102 - £11,295

The School of Drama and Theatre Studies wishes to appoint a redun-dancy B.A. Hons who will have experience of teaching dance at all levels and be well-qualified academically.

Students specialising in theatre and others with a major interest in dance, Art, etc. Study Dance, the ability to relate Dance to other art forms will be required.

Details from the Principal, tel. 092-485 3811.

Requests for application forms (correspondence by post should be addressed to the Chief Education Of-ficer, Education Department, 8 Bond Street, Wakefield, to be returned with-in 14 days of date of advertisement. 118

Research Posts

BATH
THE UNIVERSITY OF
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

RESEARCH OFFICER

Applications are invited immediately in connection with an SSRC-funded pilot investigation led by Dr Michael Rose and by Bryn Jones.

Fieldwork will involve a survey of new developments in work reorganisa-tions and responses by trade unions. Candidates should possess fieldwork experience, preferably in industrial sociology.

The appointment will be for twelve months initially.

Salary up to £8,055 per annum according to qualifications and experience.

Application forms and further par-ticulars from the Personnel Office, University of Bath, Bath BA2 7AY (quoting ref. RI/30. Closing date: March 27, 1981. 1119

SHEFFIELD
THE UNIVERSITY OF
DEPARTMENT OF PSYCHOLOGICAL MEDICINE

Applications are invited for the post of RESEARCH OFFICER in the post-holder will be attached to the Department but will be responsible to the Sheffield Area Health Authority (Teaching) Area Mental Health Service Depart-ment. The work involves a study of the psychological effects of mastectomy in Derbyshire hospitals.

A Social Sciences degree and research experience essential. Experience in health and social services an advan-tage. To take up as soon as possible for 2 years.

Initial salary up to £7,656 a year on Range 1A (or Research and Assistant Grade).

Particulars from the Registrar and Secretary, The University, Sheffield S10 2TN to whom applications should be sent by March 31, 1981. Quote ref. RES/81. 1119

RESEARCH ASSISTANT/ DEMONSTRATOR IN ECONOMICS

£4683 — £4884 — £5085

To research into 'The Economics of the Polytechnic Sector of Higher Education' (with special reference to Economics of Scale).
Further details and form of application from:

The Assistant Director (Administration)
Trent Polytechnic,
Burton Street, Nottingham NG1 4BU

Forms to be returned as soon as possible.

THESR/10

Colleges of Further Education

BOURNEMOUTH AND POOLE
COLLEGE OF FURTHER EDUCATION

HEAD OF DEPARTMENT OF SCIENCE MATHEMATICS AND COMPUTING

This Grade IV post will become available from 1 September 1981 on the retirement of the present post-holder. Applicants should be graduates in one of the above fields, have industrial experience and preferably be teacher trained.
Salary: £11,892—£13,332 p.a.
Application forms and further details may be obtained from Principal's Secretary, North Road, Parkstone, Poole (Tel: 0202 747600). Forms to be returned within 2 weeks of this advertisement.

THES7

Administration

TECHNICIAN EDUCATION COUNCIL
Appointment of
ADVISORY OFFICER

Applications are invited for the post of Advisory Officer to assist the Council in the areas of work embraced by Programme Committees C2 (Life Sciences) and C4 (Hotel, Food, Catering and Institutional Management).

The responsibilities will include advisory and liaison duties with colleges in connection with the development, validation and operation of programmes leading to TEC awards and working with the Council's committees.

Applicants should be appropriately qualified and have suitable experience in teaching life sciences; relevant industrial experience, or experience related to catering and food technology, would be advantageous. Appointment will be from 1 September 1981, or earlier if possible.

The salary scale is related to that for Grade IV Heads of Department, plus a Central London allowance. Starting salary will depend on previous experience and qualifications.

Further particulars of the appointment can be obtained from:

The Assistant Chief Officer
Technician Education Council
76 Portland Place
London W1N 4AA.

The closing date for applications is 6 April 1981.

CITY OF LONDON POLYTECHNIC
requires a
DEPUTY FINANCE OFFICER

The Polytechnic is maintained by a direct annual grant from the ILEA. As a company limited by guarantee it is fully responsible for its own finances. The Governors wish to appoint a qualified accountant who will be required to manage the financial and accounting operations of a busy Finance Department.

SALARY: £10,000 to £11,300

If you can direct a team of nearly twenty staff and control a budget of £12 million with the expertise demanded by one of the country's leading institutions of Higher Education, please write for further particulars and an application form to the Staff Records Officer, City of London Polytechnic, 117 Houndsditch, London EC3A 7BU (or alternatively, ring the Finance Office: 01-283 1030 ext. 281).

Please quote reference 81/13.

THES11

Colleges with Teacher Education

EATON HALL INTERNATIONAL
RETFORD, NOTTS.
Director: Dr. Geoffrey Broughton

Eaton Hall International is Nottinghamshire County Council's recently established residential college, which remains open all the year round and provides teaching in E.F.L. and E.S.P. alongside a wide range of technical studies courses.

Deputy Director (Residential)

Burnham Equivalent salary scale:
Vice-Principal Group 3 College £11,754—£12,549

Applications are invited for the above-named post. The successful candidate will have held a senior position in an educational institution, have had overseas academic experience and possibly commercial/industrial experience.

Lecturer (Residential)

Burnham Equivalent salary scale:
Lecturer II £6,012—£9,702

Applications are invited for the above-named post. The successful candidate will have good qualifications in, and wide experience of, teaching E.F.L. and E.S.P.

Further details and application forms are available from and returnable to the
Director of Education,
Further Education Section (FE/FS2),
County Hall, West Bridgford,
Nottingham NG2 7QP.
Tel: (0602) 863366 Ext. 3208

Closing date Friday, 3rd April, 1981.

THES8

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

NEWMAN COLLEGE
(An Affiliated College of the University of Birmingham)

Applications are invited for the post of

Head of Subject
(Theology)

The vacancy arises from the retirement of the present Head.

Candidates must have good academic qualifications and a wide range of theological interests. Specific qualifications must include some of the following: Modern Theological Thought, Scripture, Ecumenical Theology and Philosophy of Religion. The successful candidate will be responsible for courses of initial and in-service teacher-training and for the development of the subject as a major college course.

Applications should be made in writing to the Principal and, as there are no forms, a full curriculum vitae should be included, together with the names of three referees, two of whom must be of good academic standing.

The appointment will be at Principal Lecturer level, the point of entry on scale to be determined by the candidate's previous salary and experience. Appointment will preferably be from 1 September, 1981.

Correspondence (or initial enquiries) should be addressed to:
The Principal,
Newman College,
Bartley Green, BIRMINGHAM B32 3NT.
Tel: 021-476 1181 (ext. 21)

Last date for applications will be Friday, 27 March, 1981.

THES9

Courses

University of Essex
Department of Language and Linguistics

POSTGRADUATE COURSES IN THEORETICAL AND APPLIED LINGUISTICS

The Department offers MAs, a Diploma and Certificates in a wide range of theoretical and applied linguistics. The Graduate Studies Programme also leads to Ph.D., M.Phil. and M.Sc. degrees by thesis. The Department has a large staff, a wide range of optional courses and extensive technical facilities.

The M.A. Schemes are:
1. Theoretical Linguistics (one year, with dissertation)
2. Applied Linguistics (nine months, with examinations and a dissertation)
3. Linguistics and Phonetics (ten months, with examinations and a dissertation)

Diplomas and Certificates are available as follows:
4. Diploma in Applied Linguistics, Phonetics and the Teaching of English (ten weeks' course)
5. Certificate in Applied Linguistics and the Teaching of English (ten weeks' course)
6. Certificate in Linguistics and Phonetics (ten weeks, in Autumn and Spring terms)
7. Certificate in the Teaching of English for Specific Purposes (ten weeks' Summer term).

For further information, contact The Chairman, Department of Language and Linguistics, University of Essex, Wivenhoe Park, Colchester, Essex, England.

Librarians

UNIVERSITY OF EAST ANGLIA
Norwich

SUB-LIBRARIAN

Applications are invited for the post of Sub Librarian in the University Library. The person appointed will be required to assume overall responsibility for the organisation and services of a separate library on a new site, will be concerned with the development and care of the Library's collections to serve the new School of Education, and may also undertake other appropriate duties.

Applicants should have a good honours degree, together with qualifications in librarianship and substantial relevant experience in an academic library. The appointment will be tenable from as early a date as can be arranged and the salary will be on the scale £11,106 - £13,380 per annum (under review) with USS benefits.

Applications (one copy only), giving full particulars of age, qualifications and experience, together with the names and addresses of three persons to whom reference may be made, should be lodged with the Establishment Officer, University of East Anglia, Norwich NR4 7TJ (telephone 0603 56161 ext. 2138) from whom further particulars may be obtained, not later than 28th March, 1981. No forms of application are issued. In naming three referees you are particularly requested to give only the names of those who can immediately be approached.

TLS103

Miscellaneous

Royal Society of Arts Examinations Board

Applications are at present invited for appointment as

Chief Examiner

in the following subjects:

Single Subject Examinations
Audio Typewriting Commerce
Computers in Data Processing English Language
English with Literature French
Medical Audio Typewriting
Medical Shorthand Typewriting
Office Practice Shorthand Typewriting

Preference will be given to applicants who have experience as Assistant Examiners with the Board.

Teachers' Certificates in Shorthand, Typewriting and Office Procedures (new schemes)

Applications are also invited for Assistant Examiners in Audio Typewriting.

Application forms and further information may be obtained from The Chief Office, Royal Society of Arts Examinations Board, John Adam Street, Adelphi, LONDON, WC2 6EZ.

THES26

THE ASSOCIATED EXAMINING BOARD
FOR THE GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hants GU11 1BQ

Applications are invited for the post of CHIEF EXAMINER IN GEODESY AT ORDINARY LEVEL for the 1982 series of examinations.

Applicants must be graduates with substantial teaching experience and must have had at least five years' experience of setting papers at Ordinary Level. Experience of paper setting and question scheme construction is also desirable.

Application forms and details of the conditions of employment and duties, fees payable and conditions of appointment, are available on request to the Secretary (General), Dept A6, at the Board's offices.

Completed application forms must be returned to the Board within two weeks of this advertisement. 1205

VIENNA INTERNATIONAL SCHOOL. Required in Secondary School of 450 pupils a teacher of Biology to teach to GCE O level. Other commitments include Careers counselling. Qualifications: Head of Department, interest in computing re-quired. Physics/Biology and Chemistry/Biology also welcome. Salary and conditions according to Burnham Report. Apply with full details and addresses of two referees to Mistress, Personnel, Vienna International School, Strudlhofgasse 4, A-1090 Vienna, Austria. Telephone: 0222 34 15 41-0. Telex: 13 6207 VIS A. Further details can be obtained from Mrs. Hall, 01-994 1298 on April 2 and 3, 1981. 1126

Holidays and Accommodation

SOUTH West France Dordogne Country Cottage. Fully furnished and equipped. Sleeps seven, with cot, children welcome. Available May, June, July, August. Telephone Chamberley 34284 after 6 p.m. 1123

VISITING London this Easter? Middlesex flat to rent with all mod cons, self-catering for 4 people. Within easy reach of West End, Heathrow, Wembley Stadium, Wembley Arena, Harrow Leisure Centre, Harrow Weald Common. Further information: Mrs. Mayhew, 14A, Hillcrest, Harrow Weald, Middx. Tel: 01-954 4911 (day) or Harrow 54911 (evening). 1124

General Vacancies

JERSEY WILDLIFE PRESERVATION TRUST

Applications are invited for the post of TRAINING OFFICER, a three year appointment, supported by a grant from the Leverhulme Trust, to develop and supervise a training scheme devised to train overseas personnel in the techni-ques of captive management of en-dangered species. Candidates should have well-developed interests in con-servation, and experience in one or more of the following fields: (1) biolo-gical field studies; (2) animal manage-ment; (3) adult education. A suitable academic background will also be re-quired and applicants should provide a full curriculum vitae. Salary £8,000. Flat available if required.

Applications should be addressed to: The Trust Secretary, Jersey Wildlife Preservation Trust, Trinity, Jersey, Channel Islands 1178

For Sale & Wanted

SPACE wanted. International university seeks classroom space in central London location. Will consider either leasing or purchase. Call Mrs. Perraud, 402 4878.

Holidays and Accommodation

GITES DE FRANCE/IGN MAPS

The French Farm and Vil-lage Holiday Guide 1981 lists 1,000 self-catering holiday homes, farms and breaks of character. £3.45 post-free. Also free catalogues of French National Survey maps (IGN) from: Jiso Publishing, 158 Regent Cross Road, London W1T1.

Overseas

The University of Iceland
Reykjavik

Lecturer in English

Applications are invited for the post of lektor in English in the Faculty of Arts (Heimspekideild). Applicants will be expected to have modern English and Linguistics or E.F.L. as a special field. The salary offered is in the region of $1,100 p.m. at the present rate of exchange. Appointment of a foreign national is on an annual, renewable basis. Applications giving full details of education and previous career, together with copies of scholarly works published, should reach the Ministry of Education and Culture, 101 Reykjavik, Iceland, by not later than 20th March 1981. Further information may be obtained from: The Faculty of Arts (Heimspekideild), Hastekli Islands, 101 Reykjavik, Iceland.

THES12

Overseas

AUSTRALIA
THE MILPERRA COLLEGE OF ADVANCED EDUCATION
School of Community & Welfare Studies

DIRECTOR

The Milperra College of Advanced Education was established in 1974 to serve the tertiary education needs of the south-western region of the city of Sydney.

As the foundation Director of the School of Community and Welfare Studies is desirous of retiring no later than December 1981, the College is seeking to make a replacement appointment.

It is anticipated that the School will continue the thrust of community and welfare education already developed through the planned implementation of courses at Associate Diploma, Degree and Graduate Diploma levels.

Applicants should possess sound academic qualifications together with significant experience in social welfare and community work. Applicants must be eligible for membership of the Australian Social Welfare Union. Experience in administering an academic department would be an advantage.

Salary: A$37,322.

Superannuation provision is available subject to medical fitness. A contribution will be made towards removal expenses. Access to housing finance is available through the College's bankers.

Applications, setting out full personal and professional details together with the names and addresses of three referees, should reach the Principal at the following address by 30th April 1981.

The Milperra College of Advanced Education, P.O. Box 108, Milperra, N.S.W. Australia, 2214.

UNIVERSITAT BIELEFELD
SPRACHENZENTRUM

Required from 1 October 1981

(1) A lecturer ("Lehrkraft für besondere Aufgaben") in English Language Teaching with Linguistics

(2) A lektor ("Lehrkraft für besondere Aufgaben") for English Language and Culture (Native Speaker)

ad 1)
This is a potentially permanent post (though initially for 2 or 4 years). Candidates will be expected to offer courses for future teachers of English with emphasis on Modern English Language incl. cultural aspects. Preference will be given to applicants who are able to offer courses at older stages of the language and/or linguistic teaching methodology.

Qualifications: degree in English, doctorate (pref. linguistically orientated), relevant teaching experience (Near-) native competence is required since all courses are held in English. High level of German essential for administrative duties. Willingness to participate in teamwork and in extra-curricular activities

ad 2)
This is a post for 2 (or possibly 4) years. Candidates will be expected to offer courses in Modern English for future teachers of the language as well as for non-specialists, with emphasis on cultural studies. Applications from candidates with a specialization other than English (e.g. history, politics, sociology, economics, the arts) will be favourably considered

Qualifications: An Honours Master's degree, relevant teaching experience, a working knowledge of German, willingness to participate in teamwork and in extra-curricular activities

Applications should be sent to Geschäftsführender Direktor des Sprachenzentrums, Universität Bielefeld, Postfach 8640, D-4800 Bielefeld 1, Federal Republic of Germany, by 28 days after the appearance of this advertisement and should be accompanied by a short typed curriculum in English (a curriculum vitae, a summary on a topic of interest and relevant to future teachers of English

THES12

UNIVERSITY OF NATAL
DEPARTMENT OF PSYCHOLOGY
PIETERMARITZBURG

Applications are invited from suitably qualified persons regardless of sex, religion, race, colour or national origin, for appointment to the post of

PROFESSOR AND HEAD OF THE DEPARTMENT OF PSYCHOLOGY

Applicants should have a good grounding in general psychology. At present, the Department of Psychology has a strong applied emphasis, but this will in no way exclude applicants with a major interest in basic psychology.

The salary will be in the range R17,105-R22,210.

The commencing salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, an annual vacation service bonus equivalent to 91⅔ of one month's salary is payable, subject to Treasury regulations.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions, and travelling expenses on first appointment are obtainable from the Registrar, University of Natal, P.O. Box 375, Pietermaritzburg, 3200, South Africa, with whom applications, on the prescribed form, must be lodged not later than 15th May, 1981, quoting reference PA15/81.

THE NEW SOUTH WALES
INSTITUTE OF TECHNOLOGY
SYDNEY, AUSTRALIA

PRINCIPAL LECTURER IN MARKETING
SCHOOL OF MARKETING

The New South Wales Institute of Technology is a corporate institution of tertiary education, established to provide a wide range of professional courses for those entering or already employed in industry, government and technological fields.

Applications are invited for the position of Principal Lecturer in Marketing within the School of Marketing, Faculty of Business Studies at the New South Wales Institute of Technology. The candidate should possess an earned doctorate in marketing and should give evidence of outstanding teaching and research activities. Preference will be given to a person whose educational background and relevant experience indicate that he or she could provide academic and professional leadership including interaction with business organisations.

The Faculty of Business Studies offers a Bachelor of Business Degree and through its School of Marketing conducts a concentration in Marketing. The Master of Business Administration and the Graduate Diploma in Marketing are also offered.

The School of Marketing, with an establishment of nine academic staff, provides a comprehensive offering of undergraduate and graduate courses in the areas of Marketing Strategy, Marketing Research, Consumer Behaviour, Advertising, Distribution Management, Sales Management, Quantitative Analysis and International Marketing. The School is located adjacent to the central business district of Sydney. Support facilities include a new Honeywell computer system and excellent library services.

Further information may be obtained from Dr. Kenneth E. Miller, Head, School of Marketing.

The salary for a Principal Lecturer is $A31,288 (for Level 3, $A32,561 for Level 2, $A33,831 for Level 1 per annum. Initial appointment will be made at Level 3. With the consent of Council academic staff are permitted to undertake limited consulting work.

Fares and contribution towards removal expenses are provided for overseas appointees. A housing loan scheme is also available.

Applications close on April 10, 1981. Written applications should include: Address; phone number; personal particulars; evidence of qualifications; publications; research work undertaken; nature of interaction with business organizations and the names and addresses of three referees whom the Institute may contact. Applications are to be sent to — The Official Secretary, N.S.W. Government Offices, 66 Strand, London WC2N 5LZ.

T.H.E.S.

Forthcoming Special Book Numbers

March 20 – Economics
March 27 – Maths and Physics
April 3 – Philosophy
April 10 – University Presses
April 24 – Psychology
May 1 – European Studies
May 8 – Politics
May 15 – Chemistry
May 22 – Environmental Studies
May 29 – Law

REMINDER

Copy for classified advertisements in the

T.H.E.S.

should arrive not later than 10.00 a.m. Monday preceding the date of publication

THE TIMES
Higher Education
SUPPLEMENT

Join the academic numbers every Friday

THE TIMES
Higher Education
SUPPLEMENT

Place a regular order with your newsagent

Union view

The horizontal road to pay negotiations

Of the four major trade unions representing university staffs, ASTMS is the only one with a horizontal structure. That is one with layers of similar membership, spread over a multiplicity of industries covering both private and public employment.

This makes comparisons easy, and that does not only mean wage comparisons, the different patterns of industrial relations can also be compared. University technicians look at the company by company negotiations that determine many technicians' salaries and contrast them with the way they are settled in universities.

They realise that on no major issue do the legal employers (each individual university of college) negotiate direct with ASTMS representatives. Individual universities do not have to look their own employees in the face and say 'No'. This means university authorities have long been sheltered from the sharp end of industrial relations – and it shows.

There can be no other explanation for the leisurely way in which national negotiations are conducted. University collective bargaining is unique in ASTMS' experience, in that not only are agreements nearly always reached well after the normal settlement date, too often they do not start in earnest until after the settlement date has passed.

Why should they be otherwise? The individual universities that constitute the employers side still believe they can parry off their technicians impatience by blaming the national negotiators – they normally generously include their own representatives in this criticism. They cheerfully ignore any suggestion that they may have an obligation to see their own side has some sort of mandate before the first meeting takes place.

The entire structure of university negotiations encourages university managements to evade their responsibilities of management. For many years not only have they hid behind national negotiations, they also have sheltered under the cover of Government incomes policies.

Yet, they can take no pride in the knowledge that over the past 13 years there have been three major external inquiries into technicians' pay. Each has shown that not only were university technicians falling behind their counterparts in manufacturing industries, they were behind those in public employment as well! Clearly the managers of other publicly-funded organisations have been more prepared to accept their managerial obligations, negotiating settlements without calling in outside investigators.

astms

I have a haunting vision of a newly-elected ASTMS branch secretary seeking an interview with his employers' representative. He may even be meeting the vice-chancellor. The branch secretary explains his members' concern over progress of negotiations. He listens to murmurs of sympathy and even encouragement. He is assured that his university at least is not only sympathetic, but actively crusading on their technicians' behalf.

At the end of the interview the kindly managerial representative puts his arm comfortingly around the shoulders of the branch secretary and says in a soft avuncular voice: "Well John, it's a pity you and I can't go down to London ourselves to bang their heads together. I'm certain we could settle this matter in a few minutes if we were allowed to."

Whatever happens to that university vote when it comes to recommending a settlement? There must be many who do not put their vote where their mouth is.

ASTMS thought it had reached agreement during the last round of negotiations (October 1980) only to find the settlement that the universities' representative on the negotiating committee recommended was rejected by their own side. Yet many university authorities were still assuring local branches they accepted the original proposals.

The union made the only challenge it could – let each sympathetic university implement the original proposals immediately. This sharp reminder that employee relations could not be pushed upstairs every time had some effect. It was then possible to reach a settlement at national level acceptable to ASTMS members. With individual universities finding their own employees breathing down their necks they wanted a quick settlement.

The present 18-month gap before the next substantive wage settlements, might give each university a chance to discuss with their own ASTMS branches what they think the likely pattern of future settlements could be. At least, these local forums could encourage universities to be more ready to let their own side know what they had in mind, before negotiations were started.

Of course, this could be risky, perhaps that benign vice-chancellor when next confronted in his study, will not purr appreciatively, he may speak his mind: "I think most university technicians are grossly over-paid and under-worked, they don't deserve a penny more, get out of my office."

I think we could take the risk. In the long run, a little more direct honesty would be helpful, it's anonymity which breeds confusion and personal contact understanding. ASTMS negotiators in universities would like the same opportunity to identify those making decisions as is already enjoyed by the bulk of the ASTMS members.

We would like to see the faces of those who make the decisions, even if we make the unpleasant discovery that some of them have more than one face!

Russell Miller

The author is national officer of the Association of Scientific Technical and Managerial Staff.

Education for Adults

Study leave that pays its way

Charlotte Barry

For years the concept of giving workers paid leave to study has been bandied about by politicians, trade unionists and adult education groups alike. Yet until now no-one has known just how much paid educational leave (PEL) there is, who gets it, what they get out of it and what it entails.

Now a newly-published report called *Education and Work* from the National Institute of Adult Education and the Society of Industrial Tutors reveals that a surprisingly large number of people are involved—up to four million in 1976-77, representing between 15 and 20 per cent of the workforce and 26 million working days a year.

But although a surprisingly large number of people participate, the nature of paid educational leave in this country is a far cry from the type envisaged by its supporters. To start with the survey reveals that the PEL we have is overwhelmingly vocational in aim and weighted heavily in favour of young, well-educated white collar men in their 20s.

Managers and professionals are ten times more likely to receive it than other workers, and some groups such as labourers and unskilled manual workers, sales workers, service workers and clerical workers are lucky to receive it at all. Men are three times more likely to receive PEL than women.

Trade union education makes up about five per cent of the courses and involves one per cent of the students. Traditional adult education courses account for even less. The report, which was sponsored by the Department of Education and Science and the Manpower Services Commission, estimates that two thirds of all PEL students attend "in-house" short courses organized by their employers.

The rest attended courses which were twice as long (12 days on average) provided by universities and colleges or other educational bodies such as the Workers' Educational Association.

On the face of it, all this evidence points to a disappointing and negative scheme of paid study leave which is geared solely to the acquisition of knowledge or skills relevant to work. But the survey of student attitudes shows that even courses severely limited by the needs of the employers have a strong use for them outside work.

The general effect for most students was that these courses provided a general education which broadened their viewpoint, deepened their understanding of issues and boosted their self-confidence. Many wanted to go on to other courses and felt their intellectual as well as vocational skills had been improved.

The authors illustrate this contradiction aptly with the *reductio ad absurdum*: "(I) it is most unjust that an elderly woman employed and proficient in an unskilled occupation should be so unlikely to receive PEL. (II) The person least in need of PEL is an elderly woman, employed and proficient in an unskilled occupation."

What is clearly needed is some sort of provision for PEL which caters for not only vocational training and retraining but also education for public office, political life, mature students (particularly women), the unemployed, illiterates, and "life roles" such as parenthood and retirement, . . .

Before that can become a reality, two issues have to be resolved. Paid educational leave must be given a definition to meet these aims and this must be followed by proper legislation. It must no longer be geared to the needs of the employers and the labour market, but also provide an opportunity for personal development and remedial education for the unemployed, women at home and the elderly as well.

At the moment we are having to face up to the unpleasant fact that Britain lags far behind what is being done in Europe.

In Hamburg all employees can get paid leave of ten working days every two years for political education or vocational courses. In Italy adult employees who received inadequate education at school can obtain paid study leave.

In this country, PEL stems from three main sources, the authors of *Education and Work* point out. First, employers have taken the initiative over the years but what is provided is nearly always caters for the training and career development needs of the firm. It is essentially seen as an investment in the people concerned.

Secondly, there has been a limited amount of legislation of PEL. The Industrial Training Boards, generate a considerable quantity of vocational training. Through the Industrial Training Act they make sure that the number of people being trained and the quality and efficiency of training are adequate.

Further legislation led to the setting up of the Training Services Agency, now a division of the Manpower Services Commission, which concentrates mostly on vocational courses for the unemployed.

Another two Acts, the Health and Safety at Work Act and the Employment Protection Act, gave the right to PEL to trade union representatives after considerable pressure from the trade union movement.

A small amount of PEL has also resulted from collective bargaining. Examples are the relationship between Sheffield University and the National Union of Mineworkers and the link with the unions made by the extra-mural department at London University. These mostly provide courses in either social studies or trade union education.

The International Labour Organisations' convention (140) in 1974 called upon each member state to "formulate and apply a policy designed to promote (PEL) by methods appropriate to national conditions and practice". It gave all kinds of training equal weight with social and civic education and with trade union education. At the time, the British Government committed itself to certain principles but not to any concentrate course of action.

Whatever happens in this country, the impetus provided by this exhaustive, far-reaching report must not be allowed to die. Adult educators, who tend to be strong on sentiment but lacking in political power, must draw together to form an effective lobby that can campaign to make PEL in its widest sense a vital component of any future continuing education policy.

"Education and Work: A study of paid educational leave in England and Wales, 1976-77 by John Killeen and Margaret Bird. National Institute of Adult Education, 19B De Montfort Street, Leicester. £3.50.

Don's diary

Don's diaries seem to be dominated by accounts of credulous British academics in exotic places; bemused and inhibited, the writer stares mesmerized by the surf breaking over the shore at the campus of Santo Cruz or by the helicopter pad for academics on top of the library at Rainy River Tech., Minnesota. In contrast, I wish to give a straightforward account of a typically dull, routine week in my life as an exile at The Netherlands School of Business.

Saturday

7.00 am Schiphol Airport. Two academics due in from New York for my conference on "Management and Control of the Police Organization". One from M.I.T. and one from Harvard, both well known in the field, yet they stand near each other at the luggage belt without conversing. A mid Atlantic argument? No, they have never met although they both work in Cambridge.

By evening about 15 of us go to a Turkish restaurant in Amsterdam and wait expectantly for the belly dancer. One waiter says he's ill, another that she's on holiday. A pity because the cook and the waiters usually get out their musical instruments and accompany her with intense abandon and without that the evening loses some of its lustre. My wife cannot be persuaded to give it a try.

The group insists on a guided tour of the red light district which I agree to reluctantly as it's now become such a compulsory ritual for me. Because I'm expecting cars to take us back and because it's snowing I rush them briskly around. We begin to look like snowmen, the prostitutes are shivering and plead invitingly with us to come in from the cold, and a professor from Colorado keeps hanging back and asks: "How old are they; are they clean; how much does it cost?"

Sunday

7.00 am Schiphol Airport. Here we go again. Most of the day is spent shipping people and suitcases from Schiphol to Breukelen where Nijenrode is situated. Nijenrode is an exquisite castle, originally built in 1275 and restored early in the century, surrounded by a mature park, near the village Breukelen, between Amsterdam and Utrecht on the River Vecht. A blanket of fog suddenly descends on Schiphol in the afternoon, two of my students on the way to pick people up at the airport are caught in a massive traffice jam caused by a concertina-crash and I'm petrified that they might be involved, while two delegates are diverted to Brussels.

Monday and Tuesday

We work from 9.00 am to 9.30 pm. Most papers have been circulated in advance. My fear as chairman was that the meeting wouldn't gell and that discussion would dry up. After a year of preparation I was now reliant on the spontaneous dynamics of academic meetings: would it work? I need not have worried, it was just like turning on a tap. We were continually pushed for time with two papers per session of one and a half hours. There were 12 Americans, 10 Britons, 8 Dutch and Belgians, and three of us from Nijenrode. At times it was if all of us could have gone off and let the Americans at it as they seemed capable of disputing endlessly and sharply. In contrast, the British were modest and reticent while the Dutch seemed subdued by the language barrier, although the only Belgian ploughed on and shamed us all when he asked us to excuse his accent as English was his *fourth* language.

Wednesday

We finish at lunchtime feeling that we have only just started to get to grips with the issues. The afternoon is free and people disappear, ostensibly to the Van Gogh's and Rembrandt's, but several are spotted "window shopping" in the red light district. In the evening we go to an Indonesian restaurant for a "rijstafel" of umpteen dishes; when I show an Englishman the bill, he nearly chokes on his "satch" and "pisang goreng"

Thursday

To my surprise everyone manages to get up at 6.30, makes it to breakfast, and gets on the bus for The Hague. I had expected academics and policemen to be delinquent, resenting being herded around and slipping off to the flesh-pots, but they prove amazingly docile and clearly love having everything organized for them so that they don't have to make any decisions. There we are to attend a one day conference on "Change in the Police Organization" organized by the Ministry of Home Affairs. The morning sessions are in superb old rooms which are part of the parliament buildings, de Binnenhof, and lunch is in a delightful medieval cellar with a vaulted ceiling.

The afternoon meetings are in the munificent new tower block of the ministry and, again, the standard of discusion is high, in groups comprising researchers, policemen, and policy makers for whom English is a foreign language. Most perform more than adequately but even the best still tend to pronounce mayor as "major", stumble over "hierarchical" and find "sociological" particularly hard to pronounce (but then I can't say "unhygienic" in Dutch. Unfortunately, the hospitality begins early at 4.30 with a reception and the "genever" proves to be traitorously potent. By the time we move on to an old-fashioned Dutch restaurant near Utrecht everyone is fairly "relaxed". Food and wine begin to flow. Speeches are made, even our token Marxist (the only one to complain about the shortage of toilets in the castle) feels called upon to rise to his feet and poses like Lenin addressing the workers outside the Finland station.

Friday

Visits to police forces have been arranged. One academic, a former policeman, from Washington D.C witnesses an emergency call in The Hague. The patrol-car in which he is sitting screams to an incident and the two constables dash into a house. He follows them and finds one massaging a dog's heart while another blows air into its mouth through a tube of rolled-up paper. A dog ambulance arrives, with a dog emblem on the side, but the dog dies on its way to a vet.

Saturday

This is goodbye day and I flit back and forth to Schiphol, which I can now find blind-folded. The response to the conference is overwhelmingly positive. Funds are not available in US and UK anymore to finance such gatherings. Money for police studies has dried up in America and the meetings gave a boost to the field where some people were beginning to feel a bit jaded. Also the Americans explained that it is a myth that they see each other frequently, while the position of police studies in Britain is fairly weak and its practitioners feel particularly isolated. The conference in The Hague also provided important stimulation for the growing numbers of people working in this area in The Netherlands and for police forces engaged in organizational change.

Sunday

The last delegates depart. When I left Britain in 1975 economies were already the order of the day and I found Dutch academics overpaid, underproductive, and complacent. Now The Netherlands is belatedly waking up to its vulnerable economic situation and the prospect is sombre for higher education (although magically Nijenrode continues to expand). Jobs are disappearing—200 in the University of Amsterdam and 114 in the Free University—and cuts are being made while unemployment among academics grows. Conferences like mine will probably become a luxury.

Maurice Punch

The author is professor of Sociology at the Netherlands School of Business.

TIMES PAST — THE TIMES

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Laurie Taylor

"Seems like a long term".

"Only another two weeks. All downhill from now on".

Didn't publish your letter, then?"

"What's that?"

"Your letter to the *Sunday Times*. Complaining about their philistine treatment of the structuralism debate. That dreadfully superficial article by what's-his-name".

"Oh no. Mind you, one hardly expected anything else. After all, my central point was that the media were now incapable of dealing with subjects which involved any degree of ambiguity or ambivalence. One presumes they could hardly publish a letter which by definition they're incapable of comprehending".

"Perhaps it was a touch too long".

"Not at all. A succinct first paragraph on historical roots, a couple of lines on formal and genetic structuralism and then straight into the fallacy of attempting to apply any one term to such different epistemologies as those entertained by Foucault, Levi-Strauss and Barthes".

"A bit complex for them, nevertheless".

"Exactly my point in the letter. Complexity is not an absolute criterion. Its a shifting definition. A moving threshold. And what one sees in the Sunday Times *and the* Observer *and* The Guardian *is a systematic lowering of that threshold. One knows where one is with crass populism, with the monosyllabic unreflectiveness of the* Mirrors *and* Stars. *What is far more serious is the insidious advance of anti intellectualism in what one used to call the 'qualities'. Its the mental equivalent of monetarism. A determination to simplify reality by appeal to such notions as 'commonsense' and 'what everyone knows'. Most disturbing".*

"But you can't help noticing that people do fall into two camps over the issue. I mean look at Abercrombie. He's come out strongly for McCabe".

"Abercrombie?"

"You know. *Formations and Sediments and Cultural Reproduction*".

"Oh, Keele Abercrombie?"

"That's the man".

"Well I'm hardly surprised at that. Been pushing for an S.L. for the last five years. Typical case of someone trying to elevate his status by hanging on to the coat tails of an intellectual argument which is way above his own head. Mind you, its his wife I'm sorry for. Very sad case".

"And I see in the *TLS* that Glover's been outlining the merits of semiology".

"I'm surprised that man's got the audacity to put his name in print".

"He's certainly got a mind, though. Incisive. Nothing much wrong with *Signifying Systems and the Social Order*".

"Nothing at all, as long as you overlook the gobd evidence which suggests that three-quarters of it was written by one of his postgraduate casualties".

"I didn't know he was . . ."

"Oh yes. Oh yes. The lot. Wears a badge in the SCR. Bold as brass. Small wonder his wife's shacked up with Winterton. Not that she's much better off there".

"Winterton? *Encounter* Winterton? The East Anglia man who called structuralism 'an arrogant abdication of history'?"

"Exactly. Don't let the toupee fool you though. Sixty if he's a day. Well pair it. More money than sense, and of course that nasty business about the shoplifting back in the 1950s".

"Dear oh dear. A bad business all round".

"Shocking".

"Still let's hope they print your letter next week. Help to clear the air. Someone's got to put this whole debate into proper perspective".

"Quite".

LETTERS TO THE EDITOR

Workers' education and the trade unions

Sir, — In his article "What about the workers" (*THES*, February 27) John McIlroy quite rightly draws attention to the importance of trade union education but in referring to the questions which arise about its development he makes little mention of the quite considerable growth which has taken place during recent years in the provision of courses for trade unionists.

Since the establishment of the TUC's regional education scheme the annual programme of courses in trade union studies has probably expanded far more than that of any other sector of adult education. Whatever may have been the achievements of the past there can be little doubt that far more trade unionists are now being introduced to serious adult studies and that the studies in which they are being involved are more relevant to the most obvious needs of the trade union movement. The Workers' Educational Association has consistently welcomed this development and is proud of the contribution which it has been able to make. A service of trade union education has now been firmly established which will almost certainly expand and develop but to confine our hopes for the future of workers' education simply to more of what nowseems to be particularly unambitious..

Everyone accepts that the greater social responsibilities of the trade union movement to which John McIlroy refers make essential a service of education for trade unionists, but surely such widening responsibilities create widening and deepening educational needs. If this is true of trade unionists it is also true of the educational needs of working class men and women who somehow have to live in and make an effective contribution to this increasingly complex modern society. The needs inevitably will be varied, to meet some will be more urgent than to meet others but it will be a bad day for workers' education if it is assumed that there is no place for an understanding of Schopenauer, Schumann and Shelley. Just so will it be a bad day when working-class adult students can expect little more from their education than a comparatively short course in which they can achieve little more than a knowledge of the views and opinions of their tutors. This, and not an opposition to the development of trade union education, is what the discussion within the association is about.

It is unfortunate when issues such as those referred to in the article lead to extreme attitudes, but what is really being said by even those who seem to be critical of the present trade union provision is that what we have so far developed is valuable but what we want for the workers must be even better. If, as John McIlroy suggests, trade unionists join the association and actively help in its work the achievement of that better service will be all the more quickly realised. The present danger to the provision which has been developed for trade unionists and for the disadvantaged arises not from the definition of courses nor from the relationship of the association to the trade union movement but from inadequate resources, mass unemployment and ever increasing student fees.

Yours faithfully,
R. J. JEFFERIES,
General Secretary,
Workers' Educational Association.

Sir, — By his article on the WEA John McIlroy risks provoking that which he seeks to avoid. He suggests that trade unionists should take over the WEA, shape it to their own exclusive purposes, and thus forestall a middle-class backlash. Unfortunately, because of the typological thinking embodied in the suggestion, it results in a very crude analysis of a very important problem.

The problem is of course the one to which the WEA is dedicated: namely that of distributing more equably the benefits and pleasures of higher education. Any success which the WEA has had in achieving this has varied over time and place, and it is recognition of this fact that is missing from McIlroy's analysis.

The WEA is not a monolithic entity in which everyone involved can be tarred with the same brush. It is a complex organistion in which what happens is in the last anlysis dependent upon the specific activities of a lot of very different individuals. Most of them are middle class. Indeed the WEA, like the Labour Party, has been organised and run from the beginning largely by people who can only be described as middle class. Even McIlroy's heroes/heroines Mansfield, Cole and Wooton are not notably labouring people. Blanket condemnation of the "middle classes" seems to be a futile gesture here. Even by McIlroy's own admission the WEA is doing trade union education proud by providing TUC sponsored courses in 19 out of the 21 districts. Some of the workers involved could be forgiven for feeling some irritation at McIlroy's suggestion that they are not doing enough.

One point made by McIlroy is worth taking seriously though. He suggests in effect that trade union activists have a ready-made interst in trade unionism, industrial democracy, trade union law and new technology. The ready-made interest should be used to encourage initial contact with adult education and developed in a way to broadon out to a concern with wider issues. This is a splendid educational principle and one that should be made more use of in adult education, but why should it be aimed uniquely at trade unionists?

Trade unions are not the only kinds of organisations in which working people come together. What about football clubs, rugby clubs, speedway clubs or that club of ever-increasing membership the unemployment club? There is plenty of scope here for adult educators to capitalize on ready-made interests. Make no mistake about it, it will take dedicated middle-class adult educators to do anything worthwhile about it. Working people are scarcely in a position to do it for themselves. I doubt if many shop stewards or speedway fans have read either John McIlroy's article or this letter.

Yours sincerely,
JOHN WILCOCK,
School of studies in psychology,
University of Bradford.

Sir, — I have the following reservations about Mr McIlroy's stimulating article.

(i) Mr McIlroy would like to see the WEA moving away from "liberal studies" courses towards more education for the disadvantaged. I would agree up to a point, but the popular "liberal studies" courses help to subsidise less economic courses for people with special needs. There is an important link between these two types of WEA work which it would be unwise to break.

(ii) Mr McIlroy seems to assume that "Schopenauer, Schumann and Shelley" are only of interest to the people he calls "middle class"; and that industrial relations are only of interest to the people he categories as "working class". Surely this division is false, and there is an opportunity for the WEA to provide courses showing the relationship between culture and the working life of the people.

(iii) Mr McIlroy emphasises the WEA's obligation to "workers", but shows little awareness of its democratic structure. Insofar as is possible, the WEA works from its students and members up, rather than from a professional bureaucracy down. This means that it is not for the likes of Mr McIlroy or me to dictate the movement's aims. A truly democratic organisation is likely to reflect a range of conflicting views and the resultant confusion is a small price to pay for allowing people a voice in their own education. Mr McIlroy may complain, understandably, that an organisation which tends to reflect the views of certain sections of being representative of society as a whole. This problem might be overcome if it was possible to ensure that the WEA contained a fully representative blend of people from differing backgrounds, including trade unionists and the disadvantaged. There is an important distinction between this course of development and what Mr McIlroy may be taken to suggest: infiltrating the WEA with trade union activists determined to make the organisation an instrument of union power. If the WEA is to be "educational", as its title suggests, then it must be free to state the truth as it sees it, without being pressurised by a political paymaster. I agree with Mr McIlroy on the need to provide more educational opportunities for trade union members, and I hope that the WEA can play a constructive part in this process. Nevertheless, the WEA should make its contribution as an independent body, which does not owe allegiance either to the trade unions or to the plutocracy.

Yours faithfully,
SIMON TREZISE,
Part-time tutor for the southern district of the WEA,
9 Eynham Close,
Bitterne, Southampton SO2 5JZ.

Nuclear bomb analogy

Sir, — In his very fair account of the "gladiatorial combat" between Edward Thompson and myself at Oxford (*THES*, February 20) Paul Flather referred to the analogy between nuclear deterrence and a Gothic arch that Mr Thompson attributed to me and then demolished. "The analogy was used last year in *Encounter*," stated Mr Flather, "even though Howard attacked Thompson's scholarship because he said the 'arch' was 20 years old".

Your readers may care to note what I actually wrote in *Encounter* in November 1980: "The basic 'model' of nuclear deterrence is simple. . . . Like a gothic arch, the conflicting pressures created a zone of stability within which international political activity could be carried on as if they did not exist. *This simple doctrine, devised in the 1950s, was out of date almost before it was proclaimed* (emphasis added)."

Mr Thompson quoted the first sentence, not the last. I am sure that this was due to carelessness rather than deliberate suppression on his part, but I am equally sure that Mr Flather will wish to set his own record straight.

Yours faithfully,
MICHAEL HOWARD,
Regius Professor of Modern History,
History Faculty Library,
Broad Street, Oxford.

Cambridge debate

Sir, — Feuding and heresy-hunting in Cambridge's faculty must sadden teachers and students of English literature everywhere. Needs must that heresies come but "truth" is to be "defended by reason, the best and only legitimate means of defending it".

What love and value can some of the anti-traditionalists be setting on the art of literature and the insights of those who have written it? Literature "is a cow which will yield these men no more milk, and they are gone to milk the bull". Literature is a milch bull, they conclude, only unwitting milkmaids such as themselves. I cannot help regarding some of the approaches and interpretations of 'ism-mongers and 'ology lists as

"The beating-down of the wise,
And great art beaten down.

The paramount duty of a university teacher of literature is to show his students the ways by which great art creates its effects, leading them to a finer appreciation and fuller response, and to help them appreciate more fully the authors' insights so often deeper than our own, contributions towards our understanding of ourselves, our communities, and life itself. Even so laudable a study as aesthetics is not literary criticism, but metacriticism, the thing after literary criticism.

I am not against fertilization of literary criticism from other disciplines. I am as ready as the next man to point out the correspondence of Aston, Davies and Miss with the id, the ego, and the super-ego; or of Vladimir, Estragon, Pozzo and Lucky with Jung's four functions, and of waiting for Godot with waiting for the triumph of the Third Reich, for the revolution and the classless society, for the second coming or life after death, for the not-impossible she, or Mr Right; but such observations are contributory only, to be kept in their place. What is much of the resort to 'isms and 'ologies but cancery? I used to think *The Dunciad* malicious and uncalled for. But Pope saw that dancery is a menace to the commonwealth of letters, and so to civilization.

Behind what is going wrong I see first a belief that all disciplines should be applying to the conditions of science; hence, the application to literature of pseudo-science and of better science inappropriately. Then some English dons lack interest in literature except as raw material for the historian, sociologist, psychologist, aesthetician or the like. And some desire to make out that whatever an author supposed himself to mean, and whatever he wrote, the work is evidence for polemical doctrines they have embraced.

Yours faithfully,
HAROLD F. BROOKS,
Emeritus professor of English literature,
Birkbeck College,
(University of London).

Letters for publication should arrive on Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Palestinians

Sir, — In her article (*THES*, January 30) Susan Tarbush discusses the great importance attached by Palestinians to higher education and suggests that:

- in the Arab world the Palestinians are facing increasing difficulties in view of the fact that the host Arab governments are giving their own nationals priority in higher education and employment;
- in Judea and Samaria Israel is alarmed by the growth of a forceful student body, and is taking all possible steps "to nip the fledgling West Bank university system in the bud, before it can develop and gain momentum";
- the universities in that are are facing special serious difficulties, because of lack of coordination due to "the absence of national government and ministry of education".

May I make the following brief observations:

Under Jordanian administration (1949-67) the West Bank had its residents were discriminated against; in the field of higher education the Jordanians have not permitted the establishment of universities in the West Bank and approved the creation of only one university in the entire kingdom (in the East Bank) which was established by a special Jordanian law;

Only under Israeli administration were academic education and academic freedom introduced into Judea and Samaria with the complete support and encouragement of the Israeli authorities. Since 1967 four universities were established in that area: Bir Zeit — started in 1924 as a small private elementary school — in 1930 secondary school classes were added, as were college level classes in 1961. Only in 1973 was Bir Zeit upgraded to university level (with the full approval of the Israel government); Freres University of Bethlehem was established in 1973; El Najah University — Nablus was upgraded to university level in 1975. The Islamic College in Hebron was established in 1971.

The progress of academic education and freedom in Judea and Samaria is noteworthy especially when compared to the difficulties Palestinians are facing in universities in the Arab world. Palestinian higher education will progress further once autonomy for the residents of that area, currently negotiated under the Camp David Agreement, is agreed upon and implemented.

Building costs

Sir, — Your report (*THES*, February 27) suggests that all new medical building plans may be frozen. May I in one paragraph tell why that is unlikely in the case of St Mary's?

Planned new school accommodation at St Mary's is minus 3,210m² (in comparison with 14,120m² in use at Charing Cross HMS, 12,592m² at Royal Free HMS and 27,186m² occupied or due at St George's HMS). The agreed net addition of nursing accommodation at this one is the NHS for which London University through the UGC would be responsible; meanwhile improvements of the health needs of patients in this deprived inner city area which St Mary's serves would be seriously delayed.

Yours faithfully,
PETER RICHARDS,
Dean,
St Mary's Hospital Medical School,
Norfolk Place,
London W2 1PG.

First, second and third class?

The battle that Dr Parkes and his colleagues at the University Grants Committee are fighting in the private world of Whitehall is one which they must, and perhaps can, win if the momentum of university development is not to come to a silent stop. Until the present the universities have just about been able to hold their course despite the buffeting of increases in overseas students' fees and of arbitrary reductions of £30m in their recurrent grant as a contribution to Sir Geoffrey Howe's "adjustment" of public expenditure at the end of last year. But further significant cuts in their income now would blow them right off course.

So Dr Parkes' present battle is in earnest. The universities themselves are hardly likely to regard it in any other light, but there is a danger that the Government will regard it as "politiking" by Dr Parkes and dismiss his appeal therefore as another example of crying wolf. That would be a serious underestimation of the damage that will be caused to the universities by further cut.

At present the outcome of the struggle is finely balanced. The UGC's vague but gloomy hints that further cuts may lead to a three-tier university system of, effectively, research universities, comprehensive universities, and liberal arts colleges (to poach some American categories) may serve to frighten the Government rather as it's rather theatrical warning that the universities should plan to admit 6 per cent fewer students which was delivered semi-publicly in the first summer of Conservative rule.

But it could also backfire. First, it may be seen as illegitimate pressure and so be fiercely resisted. Secondly, the idea of a three-tier university system, which in fact is not particularly likely to emerge in the short run however *dirigiste* the UGC becomes, may strike ministers as a desirable outcome and so actually encourage them to impose further cuts if they are likely to produce such a happy result.

It would be wrong and even irresponsible to exaggerate the degree of flexibility that has seeped into the Government's overall economic policy in the last few months. The Cabinet has only yielded in situations when they were up against superior force as with the miners or when the political cost was unacceptably high as with British Leyland and British Steel. Universities do not figure prominently with the Government in either sense. Nor has the Government abandoned entirely its strategy on public expenditure. The Chancellor made it clear in its Budget speech that the retreat from monetarism will be as difficult and as unwilling as Napoleon's from Moscow. Yet there are faint signs of flexibility in the Government's position which seemed entirely absent a year ago. The UGC is quite right to put up the toughest political battle it can against the new cuts.

A more powerful influence on the side of the UGC is probably the decline and fall of monetarism as a credible economic policy. However tenaciously the Chancellor may cling to the rhetoric of monetarism, its substance has slowly drained away over recent months. Further cuts in public expenditure, of course, will still be made but no longer can these be justified by reference to some unchallengeable and almost metaphysical theory of necessity. Such decisions have been returned to the world of down-to-earth political choice where they rightly belong.

With the Confederation of British Industry now calling for a £6,000m reflation of the economy to improve Britain's physical and technological infrastructure, some parts at least of the university system are in a stronger position to revive claims for attention which even a year ago would have appeared hopeless. The winter of common sense, which seems to have affected Mrs Thatcher's Government (if not the Prime Minister herself) rather more than the trade unions, may provide the universities with a spring or summer of opportunity provided they can make a good enough case for reinvestment. On the political surface events may still be frozen solid, but underneath things have begun to move.

This still leaves the question of whether, cuts or no cuts, a radical reshaping of our present university system is desirable. Certainly it is necessary to separate this important question from the more immediate, but also more transient, question of further reductions in the recurrent grant. After all, an American-style university system could as easily be developed in response to increased public investment and expansion as a rather desperate stratagem to cope with declining resources. Serious discussion of such a development should certainly not be blighted by the context in which it was first raised.

For there is a strong case for arguing that the present university system in Britain is unnecessarily rigid and homogeneous, and that this lack of evident flexibility is a source of both lower public interest (like a 13 per cent age participation rate) and lower public investment than in many comparable countries. It seems probable that, whatever the level of public expenditure, there will be in the future a much greater need for discrimination than in the present.

What pattern might eventually emerge is both unclear and controversial. In any case a new pattern for the universities would develop in an evolutionary manner rather than be imposed in the hurry of a crisis from above. Yet the general direction of the drift of policy is not so difficult to discern. It seems likely that there will be a concentration of high-level research in a smaller number of institutions. This has already happened in the natural sciences to a considerable extent and the same pattern is evident in the social sciences, while the humanities have always been regulated by a hierarchy of esteem if not of cash.

Among the remaining universities a division into the larger, urban universities an the smaller "green fields" universities might in time come to mirror the contrast between the state universities and the liberal arts colleges of the United States (with many exceptions in both camps). If this did happen, Dr Parkes' veiled hints about radical reshaping of the system would appear uncommonly prescient.

If such a system were to develop and were it to set into the rigid mould of a formal hierarchy, many people would deplore this outcome. But were it to take the form of a gradual evolution towards a more stratified but highly flexible system in which the role of the smaller undergraduate universities was not regarded as highly inferior to that of the large research universities, almost as many would regard it as a healthy development – indeed as a necessary one if Britain is one day to have a higher education system in which research excellence and the expansion of opportunity can safely coexist.

Intervention at Huddersfield

The troubles at Huddersfield Polytechnic, after rumbling on in a state of chronic crisis for two years or more, are now approaching the acute phase. The cumulative effect of deteriorating relations between the polytechnic and its maintaining local authority, Kirklees, an absence of firm management within the polytechnic, and cuts in Government spending on advanced further education has produced a most unhappy situation which now threatens to whole future of the institution.

The Council for National Academic Awards has run out of patience with both polytechnic and authority. Its latest letter to Mr Durranda, the director, is the toughest it has ever sent. The letter sent to Teesside in 1978 was almost mild by comparison. It is clear that Huddersfield is being given a very last warning to put its house in order. If it does not the CNAA will be left with no alternative but to withdraw recognition from the polytechnic and its courses. Even if such derecognition were to be only a brief interlude it would cause immense damage that would take many years to repair.

Some will argue that in making this threat the CNAA is exceeding its powers, in the spirit if not in the letter. There is a strong feeling among directors and to a lesser extent principals that the council, which they strongly identify with the personality of its chief officer, Dr Edwin Kerr, should not exercise an effective power of life or death over a mature institution. They regard the CNAA as a purely limited degree-validating agency not as a powerful guardian of academic (and institutional?) standards in the whole non-university sector and certainly not as proto-national body.

The answer to this complaint, of course, is first that Huddersfield has not exactly been behaving like a mature institution in the last two years (although most of the blame should be pinned on Kirklees), secondly that the CNAA would clearly be failing in its duty if it ignored such a crisis of finance, administration, and morale, which is bound to undermine academic standards, and thirdly the council seems to be the only organization with the guts to do anything at all about Huddersfield.

This last point is the most important. There is a strong case for doubting whether the CNAA is really the most appropriate body to blow the whistle in cases such as that at Huddersfield. But as the DES is too fastidious to intervene itself and neither the local authorities collectively nor the Committee of Directors of Polytechnics have any real leverage, there seems to be no alternative. So the CNAA it must be. Instead of grumbling the responsible leaders of the non-university sector should be grateful that the CNAA at least is not prepared to turn a blind eye to what is clearly a deteriorating situation.

Of course, crisis management by the CNAA is not an appropriate long-term mechanism for maintaining standards in the colleges and polytechnics. Nor is the kind of catastrophic institutional failure that would be represented by the derecognition of Huddersfield a sensible incentive to improved frayed relations (and frayed budgets). But all the other outside interested parties have acted as if the problem would go away if it was steadfastly ignored. Only the CNAA seems to have recognized that neglect of the symptoms was not aiding recovery but abetting collapse.

However, the CNAA cannot solve the Huddersfield problem which clearly includes factors that are very distant indeed from the business of academic validation, the job of the council. Nor can we wait until some national body is set up. By then grave perhaps irreparable damage would have been done to the polytechnic. There are two urgent priorities. The first is for the local authorities to recognize that the longer the row festers the weaker the case for a continuing local government stake in higher education becomes. They must be able to see that individual local authorities agree to maintain nationally acceptable standards in their colleges and polytechnics, and that such agreement is honoured.

The second, and more important, is that the DES should agree to set up into an inquiry into the condition of Huddersfield Polytechnic. Precisely the same, conclusion that can be drawn about the impotence or unwillingness of local authorities to keep their own house in order, can also be drawn from the inactivity of the DES. The role of the inspectorate has also been consistently underplayed in this long dispute. Mr Carlisle should now order, at the very least, a full inspection of Huddersfield Polytechnic, or preferably a high-level inquiry into this messy and damaging dispute.

Engaging in cultural warfare

Patrick Nuttgens

I write this month's column with a mixture of sorrow and appreciation. Jeff Nuttall is leaving Leeds Polytechnic to take up a post as head of fine art at Liverpool Polytechnic. Jeff is best known nationally as the author of *Bomb Culture*, one of the few revelatory books about the ethos of our day and the interrelationship of culture and world events. More than that. For about ten years Jeff has not only been an outstanding teacher but has provided the polytechnic with much of its local fame, endless interest and occasional notoriety.

What gave Jeff Nuttall a special notoriety here was his performance in playing into a bucket on the stage of the Arts Centre in York, to the delight and dismay of the audience and to his everlasting fame. I have discussed the matter with him, not only because all sorts of citizens got in touch with me to demand why we employed such people but more seriously because I was astonished that anyone could manage such a thing in public. I was delighted to discover that Jeff had a bit of a problem on that occasion and had to get someone to sing or play orchestral music to enable him to relax.

Because of his impending departure, I think Jeff to write a reflective piece about his decade at Leeds. It will appear this month in the Yorkshire Arts Association's broadsheet under the heading of *The Month In Yorkshire*.

It was not surprising that *The History Man* shown on BBC television should have provoked a certain amount of protest and anxiety. It is an outstanding novel and I believe should be compulsory reading for academics, especially those who think they are the avante garde. Apart from the book's intrinsic merits, what provoked most criticism was the detailed presentation in the four episodes of the television drama of sexual exploits, especially the bits showing sexual intercourse and bare breasts.

When the matter received a brief airing at a BBC meeting recently I found myself tempted into a short comment and defence of the programmes, which I must say right away I found compulsive viewing. In answer to a question about the unnecessary portrayal of explicit sex, a senior BBC official gave a wonderfully balanced reply which ended with the view of the controller of BBC2 that "the frankness was not entirely necessary at all points". You couldn't be fairer than that, and I rose to my feet to say so.

You know the way it happens, you think of saying something morally improving and from the very beginning it goes wrong. I pointed out that I had lived through the founding years of a new university and its growth from three people to 3,000, and therefore knew a good deal about such universities (cultivated laughter). I hurriedly pointed out that I was an academic (ho, ho) and therefore was talking from a remote position and had no personal experience of the subject under discussion (ha, ha). In any case, no one had invited me to the right parties. The new universities were full of lectures and professors of sociology who all thought they were the original for Howard Kirk and whose lives had been ruined or possibly given a spurious reputation for glamour and vitality. Anyway, I concluded, sex was a much overrated activity (oh yes), and the films had done some good work in putting it into perspective (applause).

I don't suppose anyone will ever believe another word I say at these meetings and that may be just as well. But because the episode about which I have just written (as accurately as I can), is still in my mind, I feel inclined to go on writing about sex for a few minutes. Not that I know much about it. If you have a relatively large family, as I have, people think that you must be some sort of sex maniac, nudge nudge wink wink, married to another sex maniac, who can hardly wait to see the nappy pinned up before shouting for more sex and another pregnancy. The very opposite is the case: people who have large families probably spend more time celibate than people who have taken the precautions that enable them to leap into bed whenever they feel like it. But let that go.

One of the more interesting facets of life in a new university about which I used to hear, because people used to tell me about it, was the number of young men who were worried to death because they thought they must be impotent. Such was the social pressure within the environment of student life that a lot might sleep in a girl's room to give an impression of virility while actually not wanting to do anything about it and growing fearful that perhaps he would never be able to do so. It became necessary to assure such people that there was nothing unusual about impotency, which has happened from time to time to the best people. Impotency must have happened to people in any war. My impression of the ex-army people with whom I studied after the war was that they were making up for it, but even then, it was often a fine surprise to learn from some girl (if you are the kind of man whom girls regard as their brother) that the loud-talking, full-blooded hero of the bed sheets you had often listened to was in practice almost a non-operator. Life is full of contradictions.

Jeff does not mince matters. He refers straight away to the College of Art which is now a school within the polytechnic "where . . . staff members have broken out into volatile activities like digging holes in gallery floors, urinating publically, proclaiming themselves to be anarchists; where the students shoot budgies, display their unmentionables, lacerate themselves, hang themselves, and yet still relentlessly maintain the most spectacular BA first class honours record in the land".

In that description, Jeff is referring to the later phases of the revolution that put Leeds on the map in the art colleges world. That was the work of Harry Thubron, establishing a grammar of non figurative painting and sculpture. Although I was not in Leeds at the time and indeed never met Thubron, I remember the excitement of hearing an account of what he was doing and the possibility at last of an authoritative view of twentieth century art, with values that could be objectively assessed. It was the next phase, which started just when I came to Leeds, that displaced the Thubron formulations and objectivity by a belief in what Jeff calls total individualism and what I assumed was simply the acceptance of any form of self-expression. What I had not appreciated sufficiently until reading his article was that the isolation of the individual in the present school of thought was in direct contrast to Thubron's enthusiasm for collective projects. Thubron's course was, in Jeff's words, open ended, questioning, and, above all, seen as team work.

It is always rare in any institution of higher education, with its gathering specialisms and constant erection of boundaries between subjects and disciplines, to have someone who sees the world of art and life as one great unity. For Jeff these worlds are indivisible. "For me aesthetics were and are the real source of revolutionary insight, the real sense pleasure against which the deprivation of life in a repressive society is to be measured," he writes.

What was more of a revelation to me, and a discovery which increased the respect I already had for him as an artist and teacher, was that he was deeply wounded by the assumption that he relished those occasional scandals. For him the engagement in an ongoing cultural warfare was anything but self indulgent; it required as much courage as the impressionists and post-impressionists had to muster to face the derision and taunts of respectable artists in their time.

Thinking about Jeff Nuttall and the more colourful and idiosyncratic aspects of the academic life leads me to another subject.